



GRADUATED  
TRANSLATION EXERCISES  
PART II.

ENGLISH-URDU, URDU-ENGLISH-

WITH

RULES AND REMARKS

FOR

THE GUIDANCE AND ASSISTANCE

OF

NATIVE TEACHERS AND STUDENTS,

BY

L A STAPLEY,

*Late Head Master, Government High School, Allahabad*

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Allahabad

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## CHAPTER XIII.

The use of "There" to begin a sentence    The Progressive  
Perfect Tense, Reflexive and Reciprocal Pronouns

REMARKS — "There," when used to begin a sentence, as prescribed in the following rules, is of *adverbial* force, only in causing the *Interrogative* form of a sentence which it precedes to become *Affirmative*, or in modifying an Affirmative sentence. (See Classes 8). It has not the force of an Adverb of Place. It has somewhat the force of a Pronoun, since it stands in the place of the Noun Nominative, in either an Affirmative or an Interrogative sentence of certain form :—

Ex — A clock is in the room. (*Affirmative*)  
Is a clock in the room? (*Interrogative*)  
There is a clock in the room. (*Affirmative*)  
Is there a clock in the room? (*Interrogative*)

This use of "there" is limited to certain circumstances, which may be explained as follows —

The Verb "to be" is used as a *Principal Verb*, in order to state a fact regarding its subject

A fact thus stated regarding the subject is either (a) dependent upon the nature or the constitution of the subject; or, (b) not dependent upon, but independent of, the nature or the constitution of the subject, and dependent upon some cause external to the subject

To state a fact of Group (a), the Verb "to be" (*i. e.*, the Copula)† is followed by (1) a Noun, or (2) an Adjective indicating an *inherent* quality. —

Ex — (1) Air is a fluid. (*Aff*) Is air a fluid? (*Interr*)  
(2) Air is invisible. (*Aff*) Is air invisible? (*Interr*)

To state a fact of Group (b), the Verb "to be," (*i. e.*, the Copula) is followed by (3) an Adjective indicating an *induced*

\* The Notes and Remarks are chiefly intended for the use of the Teacher.

† The use of the Copula, *not followed* by any word or phrase whatever, being so limited, the consideration of it may be omitted, although it belongs to Group (a) — Ex. "There is no hurry" (*i. e.*, Plenty of time is)

ie ; (5) a Prepositional Phrase ,  
7), (8) an Infinitive Phrase† —

) (*Aff*) ‡  
) (*Interr*)  
*ady*  
*ady* ?

*re*  
*re* ?  
*those bushes*  
*those bushes* ?  
*nong those bushes*  
*rong those bushes* ?  
*nder yonder tree* )  
*nder yonder tree* ?  
*png under yonder tree*  
*ng under yonder tree* ?  
*is to be* )  
*n to be* ?  
*examination*  
*xamination* ?  
*are to translate* ¶)  
*ces to translate* ?  
*sentences to translate*  
*ntences to translate* ?  
*ink* ¶)  
*ink* ?  
*to drink*  
*to drink* ?

---

urd what is here called a Participial  
the Present, Past and Perfect Tenses of  
metry of the above remarks is, however,  
n them any consideration of other verbs

itences in these examples are not used  
ion [in Prose]  
orm " to be " is not separated from " is "

f the Infinitive is sometimes used instead  
ould be used when the action expressed  
Passive Form should be used when the  
*ist be done*



)

und, that, in *Interrogative*  
 formed with "there," *there*  
 is preceded by any one of  
 — *Definite Article, Demon-*  
*strative Pronoun, Possessive Case (un-*  
*derlined), Proper Noun*

ences, in which "to be" is  
 divided into thirteen classes, as

1) cannot be formed with

2) inclusive, must be formed

be formed with "there," or  
 sense intended to be con-  
 XLIX)

old English and in Poetry,  
 verbs than "to be" is com-  
 used with other verbs than

to be in Poetry, and is sometimes so used in Prose, but  
 only as an establishment to style. Mere beginners, however,  
 should only use "there" according to the Rules now to be  
 given

In the scheme, therefore, the following forms should be bracketted as  
 not to be used in Composition — the fourth forms of each Class, each form  
 of 7a the first, second and fourth forms of 7b and 6d

The fourth form of each Class is, however, used when the sentence is  
 constructed according to Rule XLII

\* The Possessive Case is qualified by being preceded by a Numeral Ad-  
 jective with "of" — Ex. "Two of Durga's pigeons are dead" [See Rule  
 XXXIV] A Proper Name may also be used as a distinguishing word

† The pupil should commit these schemes to memory, as he would the  
 conjugation of a Verb,

The rules regarding this peculiar use of "there\*" with a Common Noun Nominative, deduced from the foregoing remarks, are as follows —

RULE XLVII — Put "there" *before* the verb, in place of the *Noun (Common) Nominative*,† and put the *Noun Nominative* after the verb, when "to be" is used as a *Principal* verb, in sentences of Classes (3—7b) in the preceding scheme .—

Ex — (See preceding Examples (3—7b))

RULE XLVIII — In forming sentences of Classes (8), use the form *without* "there" when it is required to make prominent *the existence of duty, necessity obligation on the part of the Nominative*, in connection with the action expressed by the Infinitive‡ —

Ex — A visitor is to arrive presently

A man is to help you

A horse is to be shot

A picture is to look at §

A picture is to be looked at

RULE XLIX — In forming sentences of Classes (8), use the form *with* "there" when it is required to make prominent *the existence of the Nominative*, in connection with the action expressed by the Infinitive§ --

Ex — There is a visitor to arrive presently

There is a man to help you

There is a horse to be shot

There is a picture to look at ||

\* The use of "there" with other Tenses of "to be" than those treated of in parts I and II, will be noticed when those other Tenses are treated of

† The Nominative of an affirmative sentence with "there" may also be a Demonstrative Pronoun not followed by its noun, in sentences of the third Form of Classes (7b) and (8)

For *Proper Noun* Nominatives, see the first note on page 3

‡ See Rule CIV (a) the *nominative* not being known or selected, it is the *Infinitive* which is more prominent (See Chapter XXIII)

§ The *Active Infinitive* of a *Prepositional Verb*, simply indicates the use or *purpose* of the *Nominative*

|| The *Nominative* being already known or selected, it is the *Nominative* which is prominent.



' *be looked at* \* -

*rogative* sentences capable of  
 in the subject is preceded by  
 ' *Article, etc.,* ) or when the

waiting there ?

*at of Durga's servant there ?*

' " with " to seem " and " to  
 ' *be* " —

' *mistake here*

*is to be here* †)

' *a books in the parcel*

*is to be in the parcel.* †)

Progressive Perfect Tense § to ex-  
 time, and continuing *up to or*

"

*g*

al use of the Infinitive Mood will be

IV The following examples, though  
 chapter, are given here to illustrate  
 sentence —

*written to day?* Because there are

*on to day?* Because to day is a holy

to day? Because *there is* nothing to

of "to be," and are always followed  
 , their completion, and "it" is their  
 uently omitted after these two verbs,  
 t

in any of the Progressive forms of the

ith "to be," to render a statement less  
*ems to be wrong* (i e, This is wrong )  
 here is a mistake here )

"be" state a fact in a less certain and  
 used unqualified—

' i e, This horse is *probably*, but not

is not used in Composition See the  
 ng of this Chapter

nse so decidedly refers to Present (in  
 ly those Adverbs of Time can be used  
*ow, to day, &c*

**RULE LII --**Use Reflexive\* Pronouns in the Objective Case only, and Reciprocal Pronouns in the Objective and Possessive Case only :—

**Ex.**—He has hurt *himself* with a sickle  
These two boys are helping *each other*

**RULE LIII —**Use only the Saxon form for the Possessive Case of Reciprocal Pronouns :—

**Ex** —They grasped *each other's†* hands  
We use *one another's†* books at home

### EXERCISE XIII ‡

**A.**—Translate into Urdu —

Is *there* a well in your garden? Yes, *there* is    *There* were  
four horses drawing that gentleman's carriage    Have they

\* Reflexive Pronouns are used exceptionally as Nominatives, as in note to Exercise XV

† Each other' is used in reference to *two objects*, "one another' to *more than two*

‡ The *shortest possible* Form for Reply to a question beginning with a verb, is either *Yes* or *No* and to those beginning with an Interrogative Pronoun or Adverb the shortest Form for Reply is the simple reply *to the point* of the question

**Ex** —Have you finished your letter yet? Yes (or No)  
Who sent you this basket of grapes? *Di raga*  
Whose horse won the race? *Wine*  
Whom did you meet on your road home? *No one*  
Which is your horse? *That*  
What is this horse worth? *Two hundred rupees*  
Where did you see him last? *Ye terday*  
Where have you hidden my books? *Bel ind that box*  
How are you Mohan? *Quite well*

The reply to a question asked with *why* must, however, be a *Complete sentence* (See Chapters XII, XVII, XX.)

written to *each other* since the end of the month? \* No, they have not written to *each other* for † three months *There* was a great fire ‡ in the city last night § I have just hurt *myself* severely with a broken pane of glass *We have been sitting* by *ourselves* under the shady trees with our books and our maps *There* was a number of boys playing cricket ¶ in the field behind the Cutcherry *There* are three horses, two mares and a mule in my stables The man threw *himself* off the bridge into the river This big boy and that little one ¶ have been talking about *each other's* prizes *There* is a \*\* good reason for your father's anger. Is *there* not a mistake here? Yes, *there* certainly is *There* is no holiday for the second class to-day That boy has bought a quantity †† of sweetmeats, and a number of cocoanuts for *himself* and three of his school-fellows Durga and Munna have been helping *each other* in their translation exercises The boys of this class are questioning *one another* about the rules for the use of the Adverb *There* is plenty of time for play to-day Those little boys always go home by *themselves* Were *there* not twenty men in that boat? Yes, *there* were My neighbour's red-white

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\* "The end of the month, with a Past Tense, means, the end of the *previous* month," with a Future Tense, it means "the end of the *present* month"

† "For" [*during*, See rule XLIV] followed by a Period of Time, refers either to Past or Future time according to the Tense of the Verb "For" with a Period of time cannot be used with a Present Tense

‡ "A fire," thus used, means, a conflagration, or the burning of a house or houses

§ Such words as "last night," "to day," "yesterday," whether used as Nouns or as Adverbs, do not require Articles or Prepositions

¶ Grammatically "to play" requires to be followed by *at* when the name of the game is stated Idiomatically *at* is omitted

¶ "One" should be used to avoid the repetition of a Noun, except when *emphasis* is required

\*\* As there may be more than one *reason* for anger, "reason" here is a Common Noun, and requires an Article

†† "Quantity," followed by "of" is applied to the Common Noun, refer to Rule I (b) "Number" followed by "of" is applied to the things that can be counted "Large," when *meant* before each of these words, is omitted, Idiomatically, as in the above sentence,

cow has gone home from the field by *herself* Was *there* a holiday at your school on the last Saturday of the month? No, *there* was not Little children laugh at *one another's* mistakes. *There* is a price of two books and a silver watch for the first boy of the first class He and his brother were chasing *each other* round the school house Did he do this exercise *himself*? Yes, he did do it by *himself* *There* were three months and a half between the dates of these two battles These young men have prepared *themselves* well for their next Examination. The boys of the third class *have been comparing one another's* translation exercises *There are* two men *washing themselves* and their clothes in the tank by the side of the main road Were the Midsummer holidays over\* before the end of June? No, they were not *There is* a great difference between half a dozen and a dozen and a half You *yourself* have\* often made this mistake You said† the same thing‡ *yourself* yesterday Is *there* rice in that bag? No, *there* is wheat in it. Is *there* not a man *cutting* the dead branches off the old trees in your orchard? Yes, *there is*. They tore *each other's* clothes in their play Were those little boys pinching *each other* in play? No, they were pinching each other in anger Is *there* a horse ready for me yet? Yes. Are not the horses behind the tent biting and kicking *one another*? Yes, they are I *myself* saw the railway accident the other day § Was *there* a bridge of boats|| over the Jumna at Delhi last year? No Are the peaches

\* *To be over* means "to be finished," or "to be completed"

† "Observe that an Adverb indicating Past Time cannot be used with a *Perfect Tense*."

‡ "Thing" here means "saying" or "speech," as agreeing with "said"

This word is frequently thus used, as, "you did the same *thing* (i.e., *deed*) yourself yesterday"

§ "To day," "yesterday," "the day before yesterday" (or "two days ago,") "three days ago," &c., "a week ago," &c., are *points of Time definitely* stated and arranged in chronological order "The other day" refers *indefinitely* to any of these *points of Time* [after "yesterday"] which may be considered to come under *relative term recent*

|| "Boats" is here used in a general sense See Rule I (a)

they are quite ripe  
against the enemy  
Yes, there was a

اس شہر میں دو ہفتے —  
کے مقابلہ کو جوع نہیں ہے  
تم دھلی سے جاتے ہوئے کہ  
ہمارے مدرسے میں انعام دے  
اپس میں نہیں لڑ رہے  
نہیں؟ — آج تو تمہاری  
فتاویٰ استعمال کرتے ہیں —  
نہیں لگی ہے؟ — ہاں  
یہی ہیں؟ — نہیں اس  
کے ایک ہی طرف اکھٹا

پرسوں سے بہت چیزیں — — —  
تھی — آدھی درجن — — —  
تعطیل قبل جولائی کے ختم ہوگئی؟ — نہیں — شروع اگست تک ختم ہوگئی —  
مدرسہ برحاست ہوئے آدھا گھنٹہ ہوا — دو صفحے ترجمہ کے ماسٹر صاحب کے  
ملاحظہ کے لیئے تیار ہیں — میں اور میرے دو چچا زاد بھائی ایک دوسرے کے  
امتحان کے کاعدات کی غلطیاں صحیح کر رہے ہیں — دیا اگلے امتحان کے واسطے  
تمہارے حرب تیار کر لی ہے؟ — ہمارے اور تمہارے گائوں میں سب میل کا فاصلہ ہے —  
کیا تمہارے خطا حرد ہی لکھا ہے؟ — نہیں — میں نے بہت خطا اپنے بھائی کی  
مدد سے لکھا ہے — میں اور میرا بھائی استعمال حرف تعریف و تنکیر کے باب  
میں ناہم سوالات کر رہے تھے — چھ ہفتے سے ہمارے مدرسے میں تعطیل نہیں  
ہوئی ہے — کیا آج کچھری میں تعطیل ہے؟ — نہیں — میں اس  
مدرسے میں ماہ گذشتہ کے پیسٹر کے مہینے کے شروع سے آتا ہوں — کیا آج سہ پہر  
کو اس میدان میں چند لڑکے کرکت نہیں کھیل رہے تھے؟ — ہاں کھیل رہے تھے —  
وہ دس دن سے مدرسے میں نہیں آتا ہے — کیا آج کھیلنے کے واسطے کافی وقت نہیں

ہے؟ — وہ اور میں نقشہ رُوس میں باہم سوالات کر رہے ہیں — کیا دُرکا اور  
 ما ایک دوسرے کو سبق میں مدد نہیں دے رہے ہیں؟ — ہاں مدد دے رہے  
 ہیں — یہہ لڑکے کچھہ حملے اپنے سبق کی کتابوں سے نقل کر رہے ہیں — کیا کل  
 تمہارے مدرسے میں تعطیل نہ تھی؟ — نہیں — ہفتہ گذشتہ کے پیشتر کے ہفتے  
 میں تعطیل تھی؟ — کیا دوسرے دن ہرٹس ریل پر کوئی حادثہ نہیں ہوا تھا؟ — ہاں  
 ایک حادثہ ہوا تھا۔ پرسوں مدرسہ سے غیر حاضر رہنے کی اس نے اچھی وجہ بیان  
 کی — چھوٹے لڑکے اور وہ بڑا لڑکا اوس چھڑی پر چڑھ رہے ہیں جو مدرسے کے کھیل  
 کے میدان اور سڑک کے درمیان واقع ہے — اس نے اپنے تئیں پل سے دریہ میں گرا  
 دیا — ہمارے باغ میں گلاب اور گیندے اور سوس کے درخت لگے ہیں — تہوڑا  
 عرصہ گذرا اس نرتل میں درا سی روشنائی تھی — میں نے خود یہہ کتابیں الہاری  
 کے بیچ کے تختے پر لگائی تھیں — میں نے ابھی ایک حلتہ ہوئے کولے سے اپنے  
 تئیں درا سا حلا لیا ہے — تمہاری مسق کے آدھی حملے میں ایک غلطی ہے —  
 کیا تعطیل کے اختتام سے تم میں اور تمہارے بھائی میں کچھہ خط و کتابت ہوئی  
 ہے؟ — نہیں — مدت سے مصحفہ میں اور اس میں خط و کتابت نہیں ہوئی ہے —  
 اس کمرے میں تیں لڑکے نقشہ کھینچ رہے ہیں — کیا آج تمہارے یہاں چھٹی  
 تھی؟ — نہیں — کل تھی \*

## CHAPTER XIV.

Indefinite Adjectives *some, any, no, every*, and the compounds of them each

REMARKS -- (a) "Some" is an intensification of the Indefinite Article, and, when substituted for *a* or *an* makes its Noun *more indefinite*\* than before --

Ex -- (a) A man has stolen my horse

(b) *Some* man has stolen my horse

Sentence (a) would be said if *the man* were known

Sentence (b) would be said if *the man* were unknown

(b) When *some* is substituted for *a* or *an*, "or other" is understood after the Noun, but it is more commonly expressed for emphasis,† and to increase the indefiniteness indicated by "some" --

Ex -- *Some* boy has been quarrelling with him

He has been quarrelling with *some* boy or other

\* *A* or *an, some* and *any*, may be regarded as indefinite Articles, arranged in increasing order of indefiniteness

*Any* is so decidedly indefinite, that it can only be used before things, on existent, or the existence of which is only supposed, or is uncertain thus --

Ex -- *A* man did this (i.e. An actual man)

*Some* man did this (i.e., An actual man)

I do not fear *any* man (i.e., The man whom I fear is non-existent) *Any* man could do this (i.e., A supposed man)

Give me *some* pens if you have *any*, i.e., pens of doubtful existence The use of "any," as in the last two examples will be treated of in its proper place in the Chapters on the remaining Auxiliary Verbs, and in notes on Compound Sentences

† It is better always to express "or other" after each Noun in an Objective Case preceded by "some" in order to distinguish it from the Nouns described in Rule I (b)

The Compounds of "some" are emphasized by being followed by "or other" The Compounds of "any" and "no," are emphasized by being followed by "at all" or by "whatever" "At all" also emphasizes, "no," "none," and "not"

(c) "Or other" may also be put for emphasis after the compounds of "some" —

Ex — I borrowed *somebody or other's\** umbrella  
They hid themselves *somewhere or other*, in the garden

(d) "Some or any" is the Indefinite Article proper to a Plural Noun, to a Noun such as is described in Rule I (b) and to an Abstract Noun—when they are not used in general sense .—

Ex — *Some†* dogs do not bark  
They ate *some* sugar with their fruit  
His face indicated *some†* consciousness of guilt

(e) "Some" when used before a Plural Noun, conveys idea of *selection*

(f) "Some of," used before a Noun which is preceded by the Definite Article, or by a Possessive, or by a Demonstrative Pronoun, or by a Possessive Case of a Proper Noun, or when used before a Personal Pronoun in the Objective Case, expresses *selection* of a portion of the whole .—(See Rule XXXIV)

Ex — *Some* of the paper is torn  
I have lost *some* of my pigeons  
We ate *some* of that fruit  
*Some* of us are very sleepy  
The arrival of this letter has removed *some* of my anxiety  
Here are *some* of Durga's pigeons

(g) "Some," when used before a Definite Numeral Adjective, indicates approximation to the number, *i e*, *about* that number —

Ex — He sat there for *some* ten minutes  
I visited Benares *some* two months ago

\* Observe the form of the Possessive Case here It is only the Compounds indicating a *person*, which take the Saxon Possessive Form

† "Other" or "others" is the relative of "some" thus used Ex — "Some dogs do not bark" "Other dogs (or others) are always barking" — "Some rivers fall into the sea, or into other rivers" "Other rivers fall into lakes"

Observe the forms of the Present Tense used in the second of each of the preceding pairs of sentences

† Used before an *Abstract* Noun "some" indicates a *small* amount of the quality, &c, represented by the Noun,



umber or time still more indefinitely the  
 —

at there for *some* minutes

- the antonym\* of "some," "any," "each,"  
 None," is used for "no" when the Noun it
- In a Compound Sentence, or in a reply,  
 is qualified by "some" or "any" may be

the Exercise ]

- and "any" have the same general signifi-  
 cate *indefiniteness* as to quantity, number,
- The Compounds of them also indicate in-  
 some," "any," and the Compounds of them,  
 ve the same *general* signification, are used  
 in circumstances.

preceding remarks, some general rules, as  
 e of "some," "any" and the compounds of  
 —

- a) Use "some" or "some——or other,"  
 to express greater *indefiniteness* of indivi-  
 indicated by the Article —
- the Example to Remark (a)
- " to indicate indefiniteness as to number
- a Plural Noun, † before a Noun as stated  
 before an Abstract Noun, when they are  
 in the same sense † —

the Example to Remark (d) and the Exercise †

- ) Use "some" in Affirmative Sentences
- ) or in Interrogative Sentences such as are
- XLII, Part I —

## XXII

ral Nouns, and Nouns such as noted in Rule I (b)  
 " placed before them, more frequently than not  
 substitution of "some" or "any" for *a* or *an*, makes  
 the Indefinite and that the substitution of "some" or  
 the Definite Noun *Indefinite*

Ex.—He has brought *some* paper ?  
 We wrote *some* letters  
*Some* mischievous boy has done this  
 Has he not brought *some* paper ?  
 Did he not write *some* letters ?  
 Has not *some* mischievous boy done this ?

(b) Use *any* in place of *some* when the Verb of an Affirmative Sentence is negatived\* by *not*, or when the sentence is purely Interrogative † —

Ex —He has *not* brought *any* paper  
 We did *not* write *any* letters  
*No* mischievous boy has done this  
 Has he *not* brought *any* paper ?  
 Did you *not* write *any* letters ?  
 Has *no* boy *any* paper ?  
 He has *not any* paper ?  
 Has he *not* paper ?  
 Did you write *any* letters ?

RULE LVI —Use, according to the two preceding rules, the following compounds § —

*Something, somebody, || someone somewhere, .*

\* A sentence may be negatived by negativing the Verb with *not* or by negativing the *Your* Subject or the *Noun* Object with *no* —

Ex —He has committed a fault  
 He has *not* committed a (or *any*) fault  
 He has committed *no* fault  
*No* boy dislikes play

Observe that *Noun* Subject can only be thus negatived when it is used in a collective or a general sense.

† See Rule XXIX

‡ Observe that *no* here qualifies *has*, and does not qualify *any*, although the Compound (as in the 3rd Example) is equivalent to “no”

(The using of *no, any* after the Verbs “to have” and “to be” is a common error among native students.)

§ Those which indicate a *person* take either of the Possessive Forms according to the Rules in Chap VIII Part I. Those compounded with *thing* take Possessive Case. Those compounded with *where* are Adverbs, “ever” and “always,” are equivalents of “any time,” “no time,” and “every time.” The last three Compounds have no existence as *words*.

¶ The second and third words in such group are nearly synonymous. The second of the two is, however, the less indefinite —Ex —“Which of you did this?” “No one” “Who did this?” “Nobody” “Somewhat” is less commonly used than its equivalent “a little,” and “rather” “Sometimes” is a mean between “always” and “never.”

*anyone, anywhere ;  
no one, nowhere*

and its compounds, in both  
stances, irrespective of the fore-

about this Railway accident?  
anything about this Railway accident  
here for my lost penknife?  
anywhere for it.

#### EXERCISE XIV.

work at all at home at night?  
Where was a boy throwing stones  
he seen a quill pen nowhere near  
ly for the Examination? Yes,  
friends of mine & sent me some  
was not anything in that bag  
in that bag. That boy learns  
learn anything They are say-  
your mistakes in Arithmetic  
-book? Yes, I have. Have  
Yes, I have || He put your  
that cupboard Did you go?  
Yes, I paid a visit to my

offers to one of two or more every  
y man had a sword in each hand'  
qualify only singular Nouns, have a  
tion

"a great amount"  
indefinite than "some of my friends"  
," should be emphasized by the voice  
n," should be emphasized by the voice  
use of, "to travel," "visit," or "to

a person for its Object, the second  
ct

father-in law at Benares. Have you been\* *anywhere* during these holidays? Yes, I visited † the Taj at Agra. *Every one* requires sleep. He has told *no one* about the loss of his watch. Is there *any* paper in that cupboard? Yes, there is plenty. Have you seen my steel pen *anywhere*? No, I have not. *Somebody or other* has taken my umbrella instead of his own. No, *they*§ haven't. Your umbrella is here. Was there a hail-storm yesterday *anywhere* between this place and Agra? No, there was not. *Everybody* at the race-course saw the accident. No people at *all* eat their food without salt. They have *not* hidden themselves *anywhere* in this garden. They have hidden themselves *nowhere* in this garden. Did you explain this order to *everyone* in the playground? Yes, I did explain it to *every one* there. There were seven hundred people present at my brother's wedding|| *some two* months ago. They have been putting *some*¶ new thatch upon the roof of our house. They have been putting¶ new thatch upon the roof of our house. Did not the teacher explain this to *each one* of the boys of this class? Yes, he explained it to *every one* of them. Did you visit *any* place in the holidays? Yes, I stayed at Delhi for three days during the last week of the holidays. He has not eaten *anything whatever*

\* 'Been' is substituted for 'gone,' in the Perfect and Pluperfect Tenses of "to go" in order to convey the idea of having *recently returned* in addition to that of having *gone*.

† See Foot-note on page 16

‡ 'Is there *paper* in this cupboard?' "No there are *clothes* in it." "Is there *any* paper in this cupboard?" "No, there is *none*." "Yes there is *some*." "Yes there is a *little*."

Study of the relations between the answer and the questions given will show the force of the presence or the absence of *some* and *any*.

'They' being the most indefinite and comprehensive of the Personal Pronouns is set apart for the Compounds formed of "one" and "body" referred to in this Chapter, which are, however, themselves, Singular.

When used as a social ceremony this is called a 'wedding,' regarded as a religious ceremony it is called a "marriage."

In the first of these sentences a portion only of the roof is referred to; in the second the whole is referred to.

*mebody* ask me a question just  
 . you not ask me a question just  
 . is *nothing* lying at the foot of that  
 7 lying at the foot of that tree  
 vegetables from the field to the  
 good enough for that careless boy.  
 been standing in the corner be-  
 Does *anybody* want these old maps  
 ts them He has told me nothing  
 . Is there not *something* or *other*  
 it of the words of this sentence ?  
 . ong† in it. No, there is *nothing*  
 ny grapes on your vine last year ?  
 it Yes, there were *some* on it  
 . r the Telegraph Office Did he  
 lesk ? Yes, he did take *something*  
 . ratanpur has sent me a basket of  
 . ured people Is *everyone* listen-  
 . l listening No, *no one whatever* is  
 re listening Have *any* travellers  
 ? Yes, *two* have No, *none* have  
 The carpenter has brought *some*  
 . loor Did *anyone* help you with  
 No *no one* did Yes, Ratan helped  
 . somewhere or *other* in the Punjab  
 l was Did *anybody whatever* say  
 . of my mistakes in parsing ? No,  
 llers *whatever* arrived at the Serai  
 7 have † Is there any wood in  
 e is *some* wood for fuel and *some*

---

of *my* maps" (See Rules XXVI, XXXIV)  
*ps,"* i e, ' maps selected from among *my*  
 lso used (to emphasize the Possessor) when  
 Pronoun is at the same time qualified by a  
 This dog of yours has bitten me "

these Compounds are put *after*, instead of

wood for the carpenters. Is there wood in that storehouse ? No there is grain in it Have you any letters for me ? Yes, here are some No, I have none at all for you My brother has acquired some house property by his marriage

### B — Translate into English —

مد سے کے کُتب خانے کی کتبوں میں سے کسی کتاب میں بھی تمہارے کچھ ہوا۔  
 some اور any کے دیکھے ہیں ؟ — نہیں — ہم نے تو کچھ حال بھی اور کا  
 ان کتابوں میں نہیں دیکھا — کیا اوسنے ناع میں کسی نہ کسی مقام پر چند ساعت  
 تک کام نہیں کیا ہے ؟ — ہاں — اوس نے کام کیا ہے — کیا کسی نے بھی سبق  
 میں تمہاری مدد نہیں کی ؟ — نہیں کسی نے بھی نہیں کی — ماسٹر صاحب نے  
 کوئی نہ کوئی نوکر بھریا لینے کے واسطے بھیجا ہے — کیا آج صبح کو کوئی مسافر بھی  
 سرائے سے نہیں گیا ؟ — ہاں دو مسافر چلے گئے — کیا میرا کوئی خط بھی نہیں  
 لائے ہو ؟ — نہیں کوئی بھی نہیں — میرا کوئی خط بھی لائے ہو ؟ — ہاں دو  
 خط لائے ہیں — اس دعوے کا کوئی لڑکا بھی بقتہ کشی کا شوق رکھتا ہے ؟ — ہاں  
 مجھے شوق ہے — کیا سوہن کو بھی ہے ؟ — نہیں کسی کو بھی نہیں ہے — کیا تم  
 میں سے کوئی بھی بیماریاں سیکھتا ہے ؟ — ہاں ہم سب سے بعض سیکھتے  
 ہیں — کیا تم نے ابھی کوئی چیز میسر میں سے نہیں نکالی ہے ؟ — نہیں  
 میں تو کوئی چیز تمہاری میسر میں سے نہیں نکالی ہے — اس نے کتب خانے میں  
 کتنی نہ کسی الماری پر اپنی کتابیں رکھتی ہیں — اس کے کوئی انگریز بھی اس  
 انگریز کے درخت میں لگا ہے ؟ — نہیں کوئی بھی نہیں — راکہ تھوڑے سے انگریز تو  
 لگے تھے — کیا تمہارے بھائی کے مدرسے کی آدھی دعوے میں کوئی حرا بھی نہیں  
 رہی تھی ؟ — ہاں — امتحان گذشتہ میں وہاں نئی حرا بھی ہوئی تھی —  
 وہ عجائبات خانے کے دائروں کا بہت دلچسپ حال معلوم سے بیان کر رہا ہے — کیا  
 اس مدرسے میں کوئی شخص بھی مہربانی کتابوں کے آستے کا کچھ حال نہیں جانتا ؟  
 — نہیں — یہاں تو کوئی بھی اس کا کچھ حال نہیں جانتا — دوسرے کمرے  
 میں سوہن کچھ اوس کا حال جانتا ہے — دس بجے سے کتب خانے کے دروازے  
 کے پیچھے کچھ چھتیاں رکھی ہیں — کوئی پرانی چھتیاں چیراسی کے واسطے کانی  
 ہو گئی — اس بوتل میں روشنائی نالک نہیں ہے — اس بوتل میں کچھ بھی  
 روشنائی نہیں ہے — کیا میں نے ابھی تمہارے سوال کا جواب نہیں دیا ؟ — نہیں

تم نے کچھ بھی جواب نہیں دیا — پرسوں سونے نہ  
 نہیں کھایا ہے — وہ اپنی بعض کتابوں پر نئی د  
 کتابوں پر نئی کتابیں چڑھاتے ہیں — کتا بکتا  
 مستشرق کا حکم بازار میں ہر ایک کو سمجھا  
 سمجھا دیا ہے — کوئی نہ کوئی چور تو میرے ہا  
 کچھ کدو، میرے چورا لے گیا ہے — کوئی قسم نہ  
 کے ساتھ کچھ بھی تمک نہ کھاتے ہوں — ہم م  
 کی گاڑی کو صدمہ پہنچتے دیکھا — کیا تمہ اوس م  
 دیا ہے؟ — ہاں میں ہر ایک لڑکے کو سمجھا  
 مقام کے قریب طرفاں نہیں آیا تھا — نہیں  
 مدت سے کوئی طرفاں نہیں آیا — کسی نہ کسی  
 ہے — کیا تمہ میری کتاب کا اعلان اوس کمرے م  
 میں لے کر کہیں بھی نہیں دیکھا — کیا تم  
 کچھ کتابیں کتابت اور حیوانات کے بارے م  
 ہیں — نہیں — کوئی کتاب نہیں ہے — اوس  
 خانے میں ٹکٹ لے کر بیٹھا ہے — تھوڑا  
 کچھ اولے پتے تھے — سال گذشتہ کے اخیر سے  
 ہیں — کیا تم کبھی کلکتے گئے ہو — ہاں  
 کی شادی میں داکتے گیا تھا — کیا تمہارے  
 میں آیا ہے؟ — نہیں اس نے یہ علاقہ میری م  
 اس نے ابھی گم شدہ کتاب کسی مقام پر دفن ک  
 ہے — کیا اس تعطیل میں تم کہیں گئے تھے؟  
 متھرا میں ایک ہفتہ ٹھہرا تھا — سسٹ لڑکے ا  
 کرتے — کیا ہر چیز انسپیکٹر صاحب کے معائنے نہ  
 چہر بھی تیار نہ تھی — ہماری ہاں کی شاد  
 چھوٹی — کسی نہ کسی شریر لڑکے نے میری  
 ہم مہیں کاعد پر حملہ لکھتے ہیں — تھوڑا سا م  
 پاس ہے — تھوڑا سا تاریک کاعد کچھ حطوط  
 میں سے بعض کے پاس مہیں کاعد حطوط کے واسطے  
 مہیں کاعد حط لکھنے کے لیئے نہیں ہے \*

## CHAPTER XV.

Indefinite Adjectives continued—(all, whole, entire,) conjunctions continued—(both )

REMARKS— The student will find, both in spoken and in written English, that *all* and *all of* are put indifferently, before the Nouns described in Rule LVIII. He should, however, abide by the rule, the reason of which is as follows — “Of” is used in reference to *a portion* of a whole (See Rule XXXIV ) with *one, some, any, (or not any), each, most, &c*

Since “all” refers to *the whole*, and not to a portion of the whole, “of” should not be used with “all”

Because “all” belongs to the above class of Indefinite Numeral Adjectives, and because the difference between *the force* of “all” and that of the other Indefinite Numerals is frequently overlooked, “of” is, as frequently as not, used *colloqually* with “all”

Similarly *all*, although it refers to completeness of *number* or *quantity*, is frequently used *colloqually*, before Nouns which are not measured by *number* or *quantity* (See notes to Rule LIX (c) (d))

RULE LVIII —(a) Put *all* before Nouns in the Plural, and Nouns of the Class described in Rule I (b), and Abstract Nouns, which admit of *the*\* before them† —

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\* All Nouns, taking *the* before them, admit of a Possessive or a Demonstrative Pronoun, or Noun in the Possessive Case, being substituted for *the*

† See Rules I, XXIX and XXXI.



Ex.—*All the dogs are barking \**

*We have milked all the cows*

*All the sugar in that storeroom, is mine*

*The boys have broken all the glasses in those windows*

*I have lost all my money.*

*All these jewels are his*

*There are all Durga's books*

*All these books are Durga's*

*All Ratan's friends are here*

*All the Chakravartis are Bengalis, and all the Nuser  
vanjis are Parsees*

*All the perseverance† of that boy has not yet brought  
him success.*

(b) Put *all* before Nouns in the Plural and Nouns of the Class described in Rule I (b), and Abstract Nouns, which do not admit of *the* before them —

Ex — *All lions roar*

*All people ‡ dislike pain*

*The news soon spread throughout all India*

*All sugar is sweet*

*All glass is brittle*

\* Idiomatically and colloquially, *all* when qualifying a *Subject*, may be put *after the Verb "to be"* or *before the principal part of an Active Verb* —

Ex — *The dogs are all barking*

*The sugar in that storeroom is all mine*

*These jewels are all his*

*These books are all Durga's*

*Ratan's friends are all here*

*The Chakravartis are all Bengalis*

*Lions all roar*

*People all dislike pain*

There is a slight difference of meanings between the grammatical and the idiomatic forms with "*all*"

† Observe that this is an Abstract Noun used as a Common Noun (See Rule XXXI)

‡ "*People*," When used in a general sense, and preceded by *all*, *few* some or *many*, may be omitted

Ex — *This library is open to all*

*Many avail themselves of this privilege*

*Few find fault with the librarian's arrangements*

*Some read the English Newspapers*

A similar omission may be made if *none* be substituted for *no*, and *others* for *other*

Ex — *None surpass the Hindus in patience*

*The kind hearted sympathize with the sorrows of others*

You have removed *all* anxiety from my mind

(c) Put "all of" before, or "all" after—*us, you, them, and it* —

Ex — *All of us* are ready    *We* are *all* ready

*All of you* have done this sum wrong

*You* have *all* done this sum wrong

*All of them* went home    *They* *all* went home

*All of it* wasted away    *It* *all* wasted away

RULE LIX — (a) Put the Definite Article with *whole of* before a Common or a Proper Noun, or before a Pronoun \* :—

Ex — *The whole of my money* is in this box

The news spread rapidly through *the whole of India*

Here is your money    *The whole of it* is in this box

(b) When the Indefinite Article is required to be used before a Common Noun, *of* is omitted .

Ex — He ate *a whole melon*

He ate *the whole of* the melon

We have been living at Benares for *a whole year*

We lived there during *the whole of* last year

(c) Put the Definite, or the Indefinite Article, a Possessive Pronoun, or a Noun in the Possessive Case, with *whole*, before an Abstract or a Collective Noun † —

Ex. — He put *his whole strength* into the blow

The news spread rapidly through *the whole country*

Study engages *Durga's whole attention*

*The whole crowd* dispersed on the approach of some policemen.

(d) When an Abstract or a Collective Noun is qualified by a phrase ‡ (See note to Rule XXXI), Rule (a) is to be followed .—

\* When thus used, "the whole" is a Noun    It is so used in Rule LVIII (c) since an Adjective cannot qualify a pronoun

† When thus used "whole" is an Adjective    The Adjective "whole" conveys the idea of *entireness* but is only synonymous with "entire" when used with a Common Noun    "Entire" is used with Common Nouns only, and, like "whole," expresses the entireness of *one thing*

‡ *i. e.*, when it is used as a Common Noun    "All" expresses the entireness or completeness of a *number*, and used *grammatically* with Plural Nouns and *idiomatically* with Singular and with Proper Nouns

Ex — He put the whole of *the strength of his arm* into the blow  
We have been living at Benares during the whole of  
*the year since our father's death*

He travelled in course of time through the whole of *the country of his adoption* (i. e., the whole of his adopted country)

The whole of *the crowd of rioters* dispersed on the approach of some policemen

RULE LX — Use *both*\* as an adjective, without *of*, in referring to two things, if they are only two of their class, or in referring to things generally understood to go in pairs, such as, *parents, eyes, hands, ends, &c*. In this case the Possessive Pronoun is omitted because the Possessor is obvious —

Ex — I have lost *both* parents

This boy is deaf in *both* ears

We have been searching for the lost child on *both* sides of the river

"Of," however, must not be omitted when a *distinguishing word* (Possessive Pronoun, &c,) precedes the Noun

RULE LXI — Put *both*, as an Adjective, with *of* before, or without *of*, after a *single* subject in the Plural. —

Ex — *Both* of my parents are living †

I have lost *both* of my parents

My parents are *both* living

RULE LXII — Use *both*, as an Adverb, to emphasize the *conjoining* of two or more Nominatives or Objectives by "and" †

\* "Both," with a Noun, means "two," but it can only be used in the sense of *two*, when the only two things of the kind, or, two things previously expressed or understood, are referred to, thus — "He put *both* hands into his pocket" "Have you seen Rohan and Mohan lately?" "Yes, I saw them *both* or *both* of them yesterday" When "*both*" qualifies a Personal Pronoun in the Nominative or in the Objective Case, it may be placed *after* the qualified word When qualifying a Noun, it can only be thus placed *after* a *subject*

Thus placed it is less emphatic than when used with "of" before its Noun

† "Both" must never be placed between the Possessor and the thing possessed, thus — "My *both* hands," "Durga's *both* brothers," &c, are wrong constructions

"Neither—nor," must be regarded as the *antonym* of "both—and," "Either—or" is the mean between "neither—nor," and "both—and"

In the former case, *both* is placed either before or after the conjoined words, in the latter case it is always placed before :—

Ex — *Both* my father *and* my mother are dead

My father *and* mother are *both* dead

I have lost *both* my father *and* my mother

RULE LXIII — (a) Use *both*, as an Adverb, to emphasize the *conjoining* of two or more Verbs, Adjectives, Adverbs, or Prepositions Place it before the *first* of each of them —

Ex — This boy *both* speaks *and* writes English fluently *and* correctly

This boy speaks *and* writes English *both* fluently *and* correctly

Your son is *both* clever *and* industrious

We planted some trees *both* behind *and* in front of our house

The gardener has been *both*\* weeding *and* watering the garden

(b) *Both* is only used with two Adjectives qualifying the same *thing* in the Singular, when they are the completion of a Neuter Verb (See Rule XXI) —

Ex — Honey is *both* sweet *and* nutritious †

(c) Or when they qualify the same (omitted) Noun in the general Plural - -

Ex — *Both* old *and* young like music ‡

Death seizes *both* rich *and* poor §

## EXERCISE XV.

A — Translate into Urdu —

*The whole of* this estate is my property *All* this estate is mine This estate is *all* my property *All* these books are mine. These books are *all* mine These are *all* my books.

\* Observe that *both* is placed before the principal Verb

† Observe that in (b) the two Adjectives *are not* antonyms

‡ In sentences of this construction the combined Adjectives may be put after the Noun —

Ex — People *both* old *and* young, like music.

§ Observe that in (c) the two Adjectives *are* antonyms In this latter case if the Noun be retained at all, it must be placed after *each* Adjective

¶ "All" is here used idiomatically for "the whole of" — "This estate is the *whole of* my property," i.e., "I have no other property than this estate" The first two of the sentences in the above Exercise are equivalent to each other

' spend neraly *the whole* of our  
 n English *All* the boys of  
 books Their books are *all*  
*the* school spent *a whole* day  
 vas Durga doing *all* day  
*the whole* time What work  
 us morning? They have been  
 'ave been lying asleep under  
 ' have *all* seen them there  
 ' *the whole* blame from your-  
 ' lerstand *all* my corrections of  
 Past Tenses of Verbs? Yes,  
 hose books on the top shelf  
 ) Robin or to myself They  
 ' books, or books of reference  
 ' ers Have any of you read *the*  
*l* of us have read *the whole* of  
 - t's wedding entertainment did  
 fifty rupees *The whole* sur-  
 ghtly in the moonlight *All*  
 ish

a great number of robberies  
 ' Muttra People now travel  
*the whole* distance between those two places with safety to the  
 life and property Not a single† robbery or murder has  
 occurred on that road since the capture by the police of the  
 notorious dacoit Khundwa and *his whole* band

We are *all* looking through some English newspapers for  
 examples of the use of the Adverbs of time Have you cor-  
 rected *all* the mistakes in your translation of this? Yes, Sir,  
 I have corrected them *all* These boys are giving *their whole*  
 attention to their teacher's remarks on the uses of the two  
 forms of the Po-ssessive Cases of Nouns Durga spends too

\* An Abstract Noun, when qualified, becomes a Common Noun [See  
 Rule LX (d)]

† "Not a single," i. e., *not one* emphatic for *no*

much time in\* play Durga spends too much of his time in play. Shankar spends some of his time in play. Ratan spends *all* his time in study. Mohan occupied *the whole* evening in the study of English idioms. Both Rohan and Mohan have spent *the whole of* their pocket money on sweetmeats. Rohan, Mohan, and their three companions, have *all* spent *the whole of* their pocket money on sweetmeats.

Have you corrected *all* the mistakes in your yesterday's exercise on the rules about Interrogative Sentences and replies to them? Yes, we have corrected them *all*.

The *whole* city was in uproar, the other day, on account of a quarrel between some Kabuli horse-dealers and a number of Kashmiri peddlars. *All* the peaceable citizens remained in-doors during *the whole* time of the disturbance.

Have you *all* been preparing yourselves, diligently, during the past week, for the examination, in your studies of *the whole of* the week before last? Sir we have *all*

\* With "to spend" *money* (or its equivalent), *on* is used in the phrase expressing the *aim* or *object of the spending*, when the Noun in that phrase is a Common Noun (a person) —

EX — Durga spent eight annas of his pocket money *on* Shanlar *at the fair*.

He spends his whole income *on* himself.

He spent some of his pocket money *on* toys.

He spent all his savings *on* jewelry.

He expended (spent) his whole capital *on* cotton.

*In* is used when the Noun is an Abstract or a Participial Noun —

EX — He expended (spent) his whole capital *in* the purchase of cotton.

He expended (spent) his whole capital *in* purchasing cotton.

With "to spend" *time* (or its equivalent) *in* is used with an Abstract, or with a Participial Noun.

EX — He spends most of his time *in* study.

He spends nearly all his spare time *in* studying law.

*At* is used with these Verbs, and with "waste," "lose," "occupy," and such others when the *aim* or *object* is a game —

EX — He wastes a great deal of time *at* chess.

He spent a whole day *at* cricket.

† In sentences such as this, "evening" indicates the *evening of to day* unless the day is otherwise specified.

en preparing ourselves for it diligently Some\* of us are  
 idy now for any\* questions whatever on every portion of  
 the subjects of our studies of the week before last

The Bookseller has been selling off† *his entire* stock at  
 lf-price I spent *a whole* week during our last holidays in  
 visit to the coal-mines at Raniganj

The rope is not *entire* I have joined two pieces of rope  
 urther *The whole* length is now sufficient for my pur-  
 ses

Durga is directing *his whole* attention to *all* the subjects  
 his next examination Behari's friends have *all* found  
 alt with him for his disregard of their disinterested advice

*Both* he and I eat and sleep in a tent He and I *both* eat  
 d sleep in a tent *Both* my brother and myself were ill  
 -t Wednesday Were you not plucking some fruits from  
 h of my orange trees? No, we were not Were you not  
 h plucking the† fruit from one of my orange trees? Yes,  
 were Some of us have lost *both* our books and our  
 tes *Both* of us have lo-t some books This class *both*  
 ids and translate English very well indeed§ Has not the  
 ichter taken great pains with *both* of you? Ye-, indeed§  
 has I have been questioning *both* Durga and his brother  
 out some mistakes in their pronunciation of English  
 words Mohan's father has not asked him any questions  
 out to-day's lessons There have been *both* rain and hail

\* "Us" refers to *existing person* "question" refers to some thing *not yet*  
 ting (See note to REMARK (a) Chap XIV)

† "To sell off," i.e., to sell completely or entirely, within a limited period,  
 hat no portion remains unsold

‡ "The fruit," i.e., the whole of the fruit

§ When "indeed" qualifies another Adverb, it is placed after the Ad-  
 ve or the Adverb qualified by that Adverb When "indeed" qualifies a  
 o, (which must be in the Emphatic Form) it is placed after the Auxiliary,  
 or greater emphasis, before the Nominative

in this neighbourhood during the last fortnight, My cousin and I *both* work and play together. This soldier lost *both* arms at the siege of Delhi. Sentries guard the Treasury *both* night and day \* There is room enough at this desk for us *both*. There is no room at this desk for *both* Rohan and Sohan. *Both* ends of the rafters of the roof rest upon the top of the side walls. This pencil has a point at each† end. Did you not meet with an accident some days ago? No, I did not meet with an accident on your‡ road from the Kutchery some days ago. Yes, I met with an accident on my‡ road to the Kutchery. Did you meet them *both* on their way home? No, I overtook *one* of them on his§ way home. That man's income does not meet his expenditure. That man's expenditure goes beyond his income. There has been a dimness in *both* of my eyes for some days past || I have had a dimness in *both* eyes for

\* *Day and night* (or *night and day*), *morning and evening*, *night and morning*, *summer and winter* (or *winter and summer*), are Adverbs of Time, indicating either *continuousness* or *continual recurrence* according to the character of the Verb.

† "*Both ends*" would be wrong here, because the same *point* could not be common to both *ends*.

‡ *Your road*, i.e., "the road by which *you* came," (or went) "*My road*," i.e., "the road by which *I* came," (or went)

§ See Rule XXXI, and note

|| "*Past*" refers to a *space of Time*, and is used with "*for*," (See Rule XLIV) with the Perfect Tenses and the Past Perfect Tense only.

"*Ago*" refers to a *point of Time*, and cannot be used with the Perfect Tenses or with the Past Perfect Tense.

"*To come*" refers to a *space of Time*, and can only be used with "*for*" with a Future Tense or with a Verb which *in itself* indicates Futurity —

EX — I went to Agra some days *ago*.

I shall remain here for some time *to come*.

He expects to be absent for some time *to come*.

*Past*, *ago*, and *to come*, are Adjectives, qualifying Nouns indicating *Time*, and are idiomatically placed *after* the Nouns they qualify.



Both Shankar and myself\* have been to  
Shankar and I have been to the  
myself\* and Ratan paid a visit to the  
you and Ratan at the Museum Both  
If\* recognized me Both you and he

us, Singular and Plural of the 1st and 2nd Person  
the Personal Pronouns for the sake of emphasis,  
"id" The Reflexive Pronoun in the 3rd Person  
sis in combination with an Emphatic construc

, English —

میں اور میرا بھائی قریب قریب تمام سہ پہر تھے  
میں مشغول رہے — اس ناع کے سب درختوں کو دیکھ  
تھے — ہفتہ گذشتہ میں ہم میں سے ہر شخص قوم  
رہا — یہ سارا ناع میرا ہے — یہ ناع گل میرا ہے  
کے ہیں — یہ مکانات سب میرے دادا کے ہیں —  
دوست کا تمام وقت کھیل کون میں صانع کرتے ہیں —

ہیں؟ وہ اکثر کثرتِ کھلتے ہیں۔ کمی وہ تیرا، م۔ م۔ م۔ ۔۔۔  
اس چار رحمتوں کے سبب سپاہیوں کو نئی دردی کی ضرورت نہ رہی۔  
رُس قدر پرانی ہیں کہ بھینے کے قابل نہیں ہیں۔ گروں کا نوراً رحمتِ قلعه سے  
سڑک بھر کے پل کی طرف حاقا ہے۔ چند ہفتے کا عرصہ ہوا کہ میزے مدرسے کی  
دفعۃ اول کے سب لڑکے ا ر آدھے لڑکے دفعۃ دوم کے اور چند دفعۃ سوم کے اور کچھ دفعۃ  
چهارم کے تمام دن عصائب خانہ اور سرکاری کُتب خانے میں رہے۔ ان سارے دن  
سوہن کیا کیا کیا؟۔۔۔ حساب۔۔۔ اوس نے کچھ بھی نہیں کیا۔۔۔ دن بھر باج  
میں دڑا سو یا کیا۔۔۔ اوس نے اپنے اقرار سے سارا الزام اپنا دوسرے کے سر تیوہا۔۔۔  
حرف تعریف کے استعمال کے باب میں جو میں نے تمہاری غلطیاں صحیح کی تھیں  
ہو ایک غلطی کی اصلاح کو تم سمجھتے؟۔۔۔ حی ہاں۔۔۔ حساب۔ ہم آپ کی سب  
اصلاحوں کو سمجھتے۔ تقریباً تمام کتابیں اس پارسل کی سوہن کی نہیں یا اس  
کے دوستوں میں سے کسی کی تھیں۔ یہ سب لغت یا انگریزی قصہ گوئی کی کتابیں  
ہیں۔ کیوں سوہن پورے اعداد کو کیا کہتے ہیں؟۔۔۔ حساب۔ پورے اعداد کو اعداد  
صحیح کہتے ہیں۔ کیا تم میں سے کسی نے تمام بہرست انگریزی متعلقات فعل کی نقل

کر لی ہے ؟ — حی نہیں — حساب — کسی نے اس کے ایک خُر کی بھی اب تک نقل نہیں کی ہے — بلکہ ہم میں سے بعض نے تو اسے اب تک دیکھا بھی نہیں ہے — نانی کی تلاش میں ہم تمام حریوے میں گھوما کیئے — کیا اب ہندوستانی پلٹنوں کے سناہی انگوری پڑھتے ہیں ؟ — بعض پڑھتے ہیں اور بعض نہیں پڑھتے — کچھ تصویریں شیر بدر اور شیر کی یہاں ہیں — شیر بدر اور درندگاہ حریوے نالی کی قسم سے ہیں — شیر کے ایال نہیں ہوتے — اس کا سر نلی کے سر سے مسابہ ہوتا ہے — شیر کا رنگ رد ہوتا ہے اور اوس پر سیاہ دھاریاں ہوتی ہیں — اس کی دم بھی رد ہوتی ہے اور اس کے گرد سیاہ حلقہ ہوتے ہیں — سب درندے نلی کی قسم کے متعنی اور بیرحم ہوتے ہیں — نلی شرمگیں اور بیرحم ہوتی ہے — کبھی تم نے نلی کو چوہے کے ساتھ کھلتے دیکھا ہے ؟ — وہ اسے دوراً نہیں مار ڈالتی ہے — کوئی تلیوں کو نہیں چاہتا — وہ بڑی بیرحم اور نہایت شرمگیں ہوتی ہیں — شیر اور نلیاں بڑی متعنی اور نہایت شرمگیں اور بہت بیرحم ہوتی ہیں — ہم سب some اور any کی شرح تلاش کر رہے ہیں — کیا کتب خانے کے داروغہ نے اس کتابوں کو جو اوس کے سپرد ہیں تقریب مناسب رکھا ہے ؟ — حی ہاں — حساب اوس نے ترتیب وار رکھا ہے — وہ لڑکے کس چیز کی طرف ہمہ تن متوجہ ہیں ؟ — وہ معلم کی اس تقریر کی طرف متوجہ ہیں جو صیر عیر دی روح کے واسطے آتی ہے اور حالت اصاحت میں اس کی دو صورتیں ہیں — ڈرگا کیا کھیل میں تم بہت وقت صانع کرتے ہو ؟ — حی نہیں — میں تھوڑا سا وقت کھیل کود میں صرف کرتا ہوں اور بہت سا وقت کام کاج میں — کبھی میں اپنے چچا زاد بھائیوں کے ساتھ چوسر کھیتا ہوں — وہ لڑکا تمام وقت کھیل کود میں ضایع کرتا ہے — وہوں نے اساتعم صبح کا وقت ہکاری میں ضایع کیا — ہفتہ گذشتہ میں ہم سارے دن روہوں کے چچا کے باغ میں قریب دریا رہے — دونوں بزرگوں نے اپنی ساری تندرہ آتشباری میں پھونک دی — دل تمام گاڑوں روز — شور کی آگ لگنے سے بر باد ہو گیا — آج میرے تمام حال دل کے طوفان عظیم کا گل کے احبار میں پڑھا — ہر شخص کہتا ہے کہ اللہ اس سال نیل کی فصل بہت عمدہ ہوئی ہے — تم میں سے کسی شخص نے بھی کوئی مصدوم نہیں یاد کیا ہے — ہم میں سے بعض ہفتہ پھر علیک رہے ہیں — اس سوداگر کا تمام سرمایہ اوس کے قرض حراہوں کے ٹانڈے کے واسطے آدھی قیمت پر فروخت کیا گیا ہے — اب اسے اپنا تمام قرضہ ادا کر دیا ہے — پورے ہفتہ کی مزدوری میں اس شخص کو بارہ روپیہ دیئے ہیں —

یہہ تختہ کاعد کا دررا نہیں ہے -  
 دیا ہے — since اور ago  
 ہیں اوں کو دُرگا ے نہ توجہ تمام :-  
 میں سائق کی عطی نہیں دکھلائی  
 دتہی د'ع و بہار دڑھی تھی ؟ —  
 قالی — قم دوروں ے مسھے بہتہ  
 دونوں وہاں کھڑے تھے — میں ے  
 نسبت کہا ہے — میں اور میرا بھائی  
 شریک تھے — کیا دتہی ے اوں  
 نہیں — اوس ے اوں درتوں کے م  
 کرکت کا گیدہ دونوں ہاتھوں سے د  
 ایک ہاتھ سے روکا — کیا اس سا  
 ہے ؟ — نہیں — نہیں دڑھا ہے — ک  
 ہے ؟ — حی ہاں — کافی ہو حات  
 روہں اور اوس کا بھائی ملا تھا ؟ -  
 سڑک پر دو طرفہ درخت ہں —  
 آئی — اس سڑک کے شمالی کنارے  
 کناروں پر کچھہ درختدار کھڑے ہیں  
 نوکر ہمارا تھوڑا سا اسباب ہمارے  
 شخص نے کچھہ گائیں میرے والد  
 طرف مشق لکھی ہے ؟ — نہیں -  
 گدرا کہ کچھہ لڑکے اس میدان میں  
 وہاں کرکت کھیل رہے تھے -  
 دونوں اُردو کتابوں سے دیا ہے ؟  
 سے کچھہ ترجمہ کیا ہے — دُرگا اور -  
 میں بہت چاہتے ہیں — وہ دتھا  
 ہے — اس عریب آدمیوں سے نص  
 ہرے ہو گئے ہیں — کیا اس بوقت  
 ہو ؟ — نہیں — اس میں صرف اُرد  
 کافی ہو جائے \*

## CHAPTER XVI.

Conjunctions continued.—(Either or neither, too, as well, as well as).

RULE LXIV.—Put *either* or *neither*,\* for emphasis, (See Rule LXII and LXIII) before two Nominatives, Objectives Verbs, Adverbs, Adjectives, or Prepositions, joined by *or* or *nor* —

EX.—*Either* you or he is wrong  
 They have been writing *either* letters or exercises  
 You *either* broke or cut my kite string  
 His coat was *either* blue or purple  
 Mohan broke the window *either* wilfully or accidentally  
 I was standing at the time, *either* at or near the gate  
*Neither* you nor I am right *Neither* of us is right  
 They have been writing *neither* letters nor exercises  
 I *neither* broke nor cut your kite string †  
 His clothes were *neither* new nor good  
 I spoke to him *neither* loud nor angrily  
 I was standing at the time *neither* at nor near the gate

RULE LXV — *Either* and *neither* (like *both*, in Rule LXI) may be placed with *of* before a *single* Nominative ‡ or Objective in the Plural, and like *both*, in Rule LX, they refer to *two* things only

\* Observe that although *or* may be used without *either*, *nor* cannot be used without *neither*

† Sentences in which *neither* 'qualifies any other than the Nominatives, may be rendered thus — "I did *not either* cut or break your kite string "

‡ The use of *either of* before a *Nominative* is not common in *Simple* sentences, except when *not* is present The usage is, to put *one or other*, or *one or the other*, in place of *either*, according as one of *many*, or one of *two*, is referred to —

EX — *One or other* of the dogs of that village has bitten my child  
*One or the other* of your dogs has upset my flower pots

house

Some animals eat, *as well as* kill, other animals

---

\* Observe that, although *both* may be used without being followed by *of* (See Rule LX,) yet that *either* and *neither* must always be followed by *of*, when used with a *single Noun*. That is to say, *of* must always be used when *or* or *nor* is not present

† When these emphasize a Nominative or an Objective, they may be placed last in the sentence —

Ex —My father is dead, *and* my mother *too* (or *as well* )

He invited me to his house, *and* him *too* (or *as well* )

Observe, that *commas* are used here, because the sentences are *contracted Compound Sentences*

‡ Observe, that when *as well*, *as well as* or *too*, are substituted for *and* between two Subjects of the same Verb, (the Verb is to be in the *Singular*. Compare with Rule VIII

§ "*In front of the house*" means, *before* the house, but not *on* the building. "*On the front of the house*" means, *on* the face of the building. *Behind*, is the Antonym of *in front of*. *At the back of*, and *on the back of*, are the Antonyms of *in the front of*, and *at the front of* respectively,

## EXERCISE XVI

A.—Translate into Urdu —

My brother and I were ill last week \* I and my brother as well, was\* ill last week. Durga is writing quickly, and well too. Durga writes both quickly and well That boy, and his friend too is too old for the fifth class We have neither eaten nor drunk anything since the day before yesterday That boy and his friend are too old for the fifth class Did not either the gardener or his coolie come just now for some flower seeds? No one or the other of them brought some vegetable seeds I walked across that field as well as round it The carpenter and the sawyer are both sleeping in the shadow of that wall Some of the boys of both of those classes were talking, and laughing too, in the middle of the lesson Do you eat fruit, and sweetmeats as well, at your morning meal? No, we eat only sweetmeats at our morning meal

Did only† Durga strike you? No, Shankar struck me as well Did Durga only strike you? No, he abused, as well as struck me Did Durga strike only you? No, he struck Mohan as well.

Does any one here‡ want any pens or pencils? No, no one here wants either pens or pencils My friend, as well as myself, was sitting under that very § tree Is there no water

\* Last year, last month, last week, yesterday, last night, this morning, to-day, now, to day, to night, to-morrow morning, to-morrow, next week, next month, next year The preceding are some of the Adverbs of Time arranged in chronological order, proceeding from the remote Past, through the Present to the remote Future Those preceding NOW are used with a Past Tense Those following NOW are used with a Future Tense When used with Verbs which indicate continuous action, these Adverbs indicate partly indefinite Spaces of Time When used with Verbs which indicate instantaneous action, these Adverbs indicate partly indefinite Point of Time

† Observe that "only" is sometimes an Adjective

‡ "Here" and "there" when used as Adjectives, follow the Nouns they qualify

§ The adverb "very" may be placed, as an Adjective, after a Demonstrative Pronoun, in order to emphasize it,

is water in *neither* of  
of them

owsing on the bushes  
r kids are grazing by  
r kids are grazing by  
kids, is browsing and  
goat *and* her kids are

mother *and* myself  
you *as well as* to the  
blaining this difficulty  
learn Arithmetic *and*

present There are  
ying or quarrelling  
other and other wild  
nd *both* feet at their  
eirt hands *and* their  
ool, *and* after too I  
d I not write to your  
r success at school ?  
it He always stu-  
ning Dumb people  
r of these two sen-  
ntences are correct  
One or the other  
nd my son's family  
l ge for some years  
ar We have *both*  
ied *both* prizes *and*  
studies Did you

---

s" or by a Demonstrative

Noun indicating the Pos

alities, when the Noun is

not learn Algebra, *as well as* Arithmetic, at that school? No, we learned only Arithmetic. Were not the boys playing with kites *as well as* with balls? Yes, they were playing *both* with kites *and* with balls. He has selected *both* of these valuable books for himself. The soldier has made his sword bright *as well as* sharp. *Neither* cats *nor* dogs eat fruit. I *both* multiplied *and* divided this fraction by five and seven-eighths. I did not see *either* of your brothers at the fair. I saw *neither* of your brothers at the fair. They were talking fast, *and* loud too. He struck me on the\* arms and legs *as well as* on the\* back. Is there no ink *in either* of these bottles? Yes there is a† little in one of them. We went *both* to Delhi *and* to Meerut during the holidays. This brown velvet coat of mine is *neither* old *nor* new. Are not you *and* your cousins too living with your relatives? No, we are living by ourselves. One or other of these boys has upset *both* of my inkstands. One or the other of these boys has spilt some ink upon this sheet of letter paper. I have seen the Taj at Agra *and* the Jumna Masjid at Delhi too. I too‡ have seen *both* the Taj at Agra, *and* the Jumna Masjid at Delhi. Each of the women was carrying a basket of flowers with§ *both* hands. *Both* of the women were carrying a basket of flowers in§ *each* hand. Have you written *either* to your

\* Observe in the following sentences, that when the *thing* which is possessed and which is governed by the Preposition is part of the *thing* which is the OBJECT of the Verb, "the" is substituted for the Possessive Pronouns —

EX.—He carried a gun on *his* shoulder  
 He carried *me* on *his* shoulder  
 He struck *me* on the (i e, my) shoulder.

When the Verb is Neuter, or Intransitive or Passive, "the" is substituted for the Possessive Pronoun when the *thing* possessed is part of the *thing* which is the SUBJECT of the Verb —

EX.—He is lame of the (i e, his) left leg  
 You look thin in the (i e, your) face  
 This tub leaks at the (i e, its) bottom  
 The matter has been proved to the (i e, its) bottom

† "A little" i e, small quantity

‡ "Too" here connects† (with emphasis) *in idea* only, not grammatically, the Nominative of this sentence with the Nominative of the previous sentence

§ Observe the Prepositions governing "hands"



“ I have written neither

کیا تم نقشہ کشی اور خاکہ  
 اِس درنوں میں مشتق کرتے ہو  
 خود تم کو بھی سمجھا دی ہم  
 دیاں کیا ہے اِسے تم سمجھے؟ —  
 فقط اِس کاعد کے تحتہ کے ایہ  
 دونوں طرف لکھا ہے — کیا تمہ  
 مینے اسکی مصیبت کا حال  
 مصیبت کا حال کچھ بھی نہ  
 کے درخت کے بیچے میوا کُٹا اور  
 میرے کُتے کے دونوں بلے کنوٹیا۔  
 کسی میں کچھ لڑھے کے قلم  
 کچھ پیر کے قلم ہیں — میر  
 میں سے کسی نے میرا قلمتراش۔

صرف ڈکا کے کُتے نے تمہ  
 مصھے کاٹا — کیا ڈرگا کے کُتے نے فقط تمہیں کاٹا؟ — نہیں — اِس نے مصھے  
 کاٹا بھی اور کپڑوں بھی مارے — کیا ڈرگا کے کُتے نے فقط تمہیں کو کاٹا؟ —  
 نہیں اوس نے منا اور مصھے دونوں کو کاٹا — کیا تمہارا باپ اپنے علاقہ میں روٹی  
 اور بیل کی بہت کاشت کرتا ہے؟ — نہیں — وہ فقط نیل کا کاشت کرتا ہے —  
 میرے درنوں دوستوں کے بعض خدمتگار دریا کے کنارے ناع میں ناچتے اور گاتے  
 بھی تھے — ناعیاں اور اِس کا مردور دونوں میرے اِس ناع میں آج کام کو رہے  
 تھے — مں نے اِسے اسر ڈاکھڑے کے اندر اور اُس کے قریب دیکھا ہے — دیا اِس وقت  
 تمہے ناعیاں یا اوسکے مددگار کو یہاں کھیدے نکرتی کے بیج لید کو بھیجا تھا؟ —  
 نہیں میں نے کسی نہ کسی شخص کو تمہارے پاس ایک بھولوں کے درخت کی ناند  
 اور کچھ شلحم کے بیج لید کو بھیجا تھا — کیا یہ شخص اور اِس کا بیٹا بھی  
 ایسا صعیف ہے کہ اس قدر مشقت نکر سکے؟ — ہاں وہ دونوں ایسے کمزور ہیں کہ  
 اسقدر محنت نہ کر سکیں گے — اِس مہینہ کے آخر سے نہ تو ہم نے اوسے دیکھا ہے اور

تہ کچھ اوسکی خبر سُنی ہے — کل شام کو مینہ اور میرے ایک بھائی نے چاند  
 گرہن دیکھا — مرنے حوصلہ رتی اور چالاکي کے ساتھ گھوڑے پر چڑھتا ہے —  
 میں ہفتہ گذشتہ میں بیمار تھا اور میرا بھائی بھی علیک تھا — اوس نے مجھے  
 کچھ سقائو دیئے اور کچھ روپیہ دیئے — تہ کل رات کو اور تہ پرسوں شب کو میں  
 اچھی طرح سویا — اسوقت تہ تو ہم کچھ کام کرتے ہیں اور تہ کھیلتے ہیں — ہم  
 مدرسے کے چاراسی کے منتظر ہیں کہ وہ ایک صندوق در اور کنوے کا لاکا ہوگا —  
 کیا قریب کے کھیلت میں کچھ نکریاں چر رہی ہیں؟ — ہاں وہ چر رہی ہیں —  
 اذیقہ کے بعض حصوں کے رحنی باشندے درختوں کی ٹہنیوں میں مکاں بناتے  
 ہیں — یہ لوگ بیمار ہیں اور عریب بھی ہیں — دُرگا نے منا کی پیٹھ اور گھٹے پر  
 ایک موٹی لکڑی ماری — بعض آدمی دھماق اور ہاتھ دوتوں سے مصدت کرتے ہیں —  
 بعض لوگ قیقا ہاتھ سے کام کرتے ہیں — گوئگی آدمی آپس میں اور اردوں  
 کے ساتھ اشارے سے کلام کرتے ہیں — ہم مدرسے کے وقت کے بیشتر اور اس کے بعد  
 اور عین مدرسے کے وقت پر بھی مطالعہ کرتے ہیں — کیا کُتب خانہ کے داروعد نے  
 کچھ کتابیں اور کچھ کاعد تمہارے دونوں بھائیوں کو نہیں بھیجا؟ — نہیں  
 اوس نے کسی کو کتابیں تو نہیں بھیجیں — ہاں آدھا دستہ چٹھی کے کاعد کا  
 ایک کو بھیجا ہے — ہم شام کو کھاڈا کھا کر ہمیشہ اخبار پڑھا کرتے ہیں —  
 اُن دونوں شکلوں میں سے کسی کا عمل صحیح نہیں ہے — اُن میں سے ایک کے  
 خواب میں کسر عطا ہے — دونوں عملی شکلیں بہت حراب لکھی ہیں — انہیں  
 علطیوں کو مدن نے سابق میں صحیح کیا تھا — تم دونوں میری اصلاحوں کو نالک  
 قبول کئے — کسی تہ کسی نے میرے دونوں قلم میرے من سے نکال لیئے ہیں —  
 کسی نے تمہارا کوئی قلم نہیں لیا ہے — دُرگا کے بارچي کے دونوں بیٹے اپنے باپ  
 کی مدد کر رہے ہیں — یہ سخی لوگ اُن دونوں گاؤں کے نہایت عریب اور ضعیف  
 باشندوں کو روٹی کبڑا دیتے ہیں — کیا تم حراہیہ و غیر نقشہ کشی نہیں سیکھتے  
 ہو؟ — جی ہاں — ہم دونوں باتیں سیکھتے ہیں — کیا مدرسہ کے سامنے کچھ  
 لڑکے کنکرا نہیں اڑا رہے تھے اور گیند نہیں کھیل رہے تھے؟ — نہیں — وہاں تو  
 کوئی لڑکا بھی نہیں کھیلتا تھا — کیا تمہارے پاس کچھ روشنائی ہے؟ — نہیں میں نے  
 ہاس درا سی بھی نہیں ہے — اسنے اُن دراتوں میں کچھ بھی روشنائی ڈالی ہے؟ —  
 نہیں اسنے کسی درات میں درا بھی نہیں ڈالی — سرد مُلکوں کے لوگ کیزے نے  
 عیوض پوستیں پہنتے ہیں — گرم مُلکوں کے لوگ پوستیں مطلق نہیں پہنتے —  
 اُس لڑکے نے دوسرے لڑکے کی گڈی پر لکڑی ماری ہے — کیا اُس حلوائی کی دوکان

میں کچھ روپے تھے؟ — نہیں — کچھ نہیں — ہاں کچھ روپے تو تھے مگر تھوڑا سا ہے — والا بہت سا ہے — کیا ہفتہ گشتہ میں اوسکی درکاں میں کچھ روپے تھا؟ — ہاں حب تو کچھ تھا — مگر اب کچھ بھی نہیں ہے — اسنے تیس دن سے کچھ شہد نہیں بیچا ہے — اب تو اوگ شہد لینے کو اوسکی درکاں پر نہیں جاتے — مل پولیس والوں نے دُرگا کے باپ کے گم شدہ ریور کی تلاش اس قصبہ کے ہر چوہری کی درکاں میں کی — اونہوں نے کسی درکاں میں مال مسروقتہ نہیں پایا — ہاں ایک چھوٹے لڑکے نے اپنے باپ کے ایک کھیت میں کسی پتھر کے پیچے کچھ گم شدہ ریور پائے ہیں — کسی شخص نے چورونکا نام پولیس والوں کو بتا دیا — اہل پولیس نے ہر ایک چور کو پکڑ لیا اور اونکے شرقا کو بھی گرفتار کر لیا — اس میں سے بعض اب حیلکانہ میں ہیں — دُرگا کے باپ کو ریور گم شدہ کا ہر ایک عدد پھر مل گیا — کیا حملہائے مذکورہ بالا میں سے تم ہر ایک حملہ کا مطالب سمجھتے گئے — ہاں — ہم ہر حملے کا مطالب سمجھتے — ہم نے اونہیں ہوشیاری سے بڑھا اور ترکیب کی اور قرحمہ کیا \*

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## CHAPTER XVII.

Interrogative Pronouns, (who, which and what) Rules for forming questions, Rules for forming replies \*

RULE LXVIII.—An Interrogative Pronoun always stands first in the simple sentence to which it belongs.—

Ex —(See the Examples and the Exercise)

RULE LXIX — *Which, what and where* are followed by Nouns either expressed or understood —

Ex —(See the Examples and the Exercise)

RULE LXX — Use *which* to ask a question as to the individuality of one or more persons or things, the group or class to which they belong being *known* —

Ex — *Which* books do you want?  
*Which* (boy) is your cousin?  
 By *which* train did you arrive?†

RULE LXXI — Use *what* to ask a question as to the individuality of one or more things only, the group or class to which they belong being *unknown* —

Ex. — *What* (thing) did you say?  
*What* books do you want?  
 About *what* are they talking?

RULE LXXII — Use *which* followed by *of* and a Plural Noun to ask a question as to the individuality of one or more persons or things, the group or class to which they belong being not merely *known* but also *present* or already *stated*, or already *referred to* —

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\* Form questions and replies on the Models of the Examples to the Rule in this Chapter

† "*Which train did you arrive by?*" and "*What are they talking about?*" are colloquial and Common forms, but are ungrammatical. See Rule XIII. The Preposition is thus displaced in order that Rule LXVIII may be followed

- (a) *What* (b) *That horse (or one)* (c) *That horse (or one) has* (d) *That horse (or one) has kicked him.*

*What is this?*

*What stung you?*

- (a) *An inkstand* (b) *This (or it) is an inkstand*

- (a) *A wasp* (b) *A wasp did †* (c) *A wasp stung me*

\* The replies in these Examples are arranged in the order of their commonness of use

† A Pronoun Nominative by itself, is not often used as an answer

‡ Observe that when an Interrogative word refers to a *Nominative*, the Verb if Active, and in the Simple Present or Simple Past Tense, is replaced by *to do*. In such instances the Objective case is omitted. The general rule is, to use in a reply *the Auxiliary only* of the Emphatic Form of *to do*

Observe also, that, under other circumstances, the *form* of the tense of the rest of the reply corresponds with that of the question

RULE LXXIV.—When *whom*, or *whose* qualifying an object, or *which* or *what* as an object, is used, put the Nominative after the Auxiliary, as in Rule XLI, Part I.—

Ex.—*Whom* did he tell ?

(a) Ratan (b) He told Ratan (or him )

*Whose* maps have you borrowed ?

(a) Rohan's. (b) Rohan's maps (c) I have borrowed Rohan's (d) I have borrowed Rohan's maps

*Which* maps did he lend you ?

(a) His old ones (or, maps) (b) He lent me his old ones, (or, maps)

*What* was he giving you ?

(a) Some fruit. (b) He was giving me some fruit.

## EXERCISE XVII

A.—Translate into Urdu —

*Who* woke you this morning ? The Chaukidar did.  
*Whom* has this man robbed ? One of my friends. A friend of mine.

*What* has he stolen from one of your friends ? He has stolen from him some jewelry, a quantity of clothes, a number of books, a pair of spectacles, and a set\* of ivory chessmen.

*From whom* did you receive information of this robbery ? From my friend himself *What* subjects do you study by yourself ? We study History by ourselves and Mathematics with our teacher *Of what* are you thinking ? I am thinking of my chances of success at the next examination *What* has that old man been talking to you *about* ? About the death of the wife of his only son † *Which* of the boys of this class

\* "A set" is applied to a group of articles or things all used for the same general purpose, and in connection with one another, such as, "a set of carpenter's tools," "a set of cooking utensils," "a set of rooms," &c

† "Only son's wife" although grammatical (See Rule XXIV) is ambiguous

boys, and that little one  
up? Over the one at the  
back of the school  
between the fence and the  
borrow? He borrowed

*Whom* are you calling  
man *Whom* did you call  
*Whom* did you call for? I  
*Whom* did you call upon on  
both of my uncles *Upon*  
I called upon no one for  
*Whom* did he throw this  
school gate *Which* man  
with the red turban did  
you sitting at? We have

*Who* besides\* yourself,  
My two cousins were  
Durga's father's do. *By*  
school? *By* the road  
you, and your brother  
In this boy's father's or-  
his, have you borrowed?  
man sell his guavas?  
*What* did this dozen  
as for them

eat about? *About* a snake  
eat noise? *In* that class?  
work No one objects  
carriage waits near the  
me does *Which* dog  
dogs of that village  
reading? I have been

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"as well as" to draw still  
natives, &c  
rate

reading none of your books At whose request did you write this letter? At the request of a friend of mine In which of the corners of the room did you put your umbrella? In the corner between the two doors. Who brings your little brother to school every day? I do I myself do My little brother comes to school by himself Whose house, besides yours, is standing beside the well? My brother-in-law's Whom as well as yourselves, do the Pandits of your school instruct in Sanskrit? They teach Sanskrit to the boys of some other schools Of whom are you speaking? Of a little school-fellow of yours Which boys besides yourself\* understood my explanation Only the first three boys of the class What books have you bought? These table-books and this dictionary Which of the tables were your books lying on? On the table at the far end of the room. What are you looking for? For my lost ball At what hour do you get up† I get up at this season at six o'clock every morning What are you lying on? A tiger ‡ skin Who, besides him, have been drawing maps to-day? We have Whose dogs were barking all night? Mine and my neighbour's. Whom as well as yourself does the Maulvi teach? He teaches a friend of one of my class-mates as well as myself. About whom are those boys talking? About one of your relations, and about yourself as well Which of the new houses in the middle of the city did your uncle build? He built the two near§ the Tahsil School, and the one next§ to the hospital What are you thinking about now? I am thinking about this difficult problem. What were you thinking about just now? I was thinking about the reason for

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\* " Yourself " is frequently used for you, to prevent the singular Pronoun being mistaken for the Plural

† " To get up " i. e., to rise from bed after a night's rest. The various uses of the Verb to get should be studied

‡ Certain Nouns in very frequent use such as tiger skin, sheep skin, horse shoe, &c., come under Rule XXVII instead of under Rule XXIV, when the thing possessed is detached from the animate possessor

§ The Preposition is omitted after only the Positive Degree of " near "



Article for the Possessive  
*at* have you been studying  
 udyng the relation of the  
 e different Tenses of Verbs  
 ke from that little boy I  
 him With whom do you  
 oth of my brothers *Whose*  
 No one Whom have you  
 ent any body yet I have  
 he standing? Behind that  
*What* maps are hanging  
 some maps of Asia *Which*  
 ing from the library? I  
 hat hole did the snake creep?  
 hole *in which* wall did the  
 le at the farthest end of  
 ay-ground *What* did you  
 ur hundred and fifty-three  
 e mad dog run? He ran  
 gate, and along the road to  
 irteen the fifth? Thirteen  
 going† to the stationer's  
 tri is Which boys are  
 All of us are

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Ellipsis is of frequent occurrence  
 Verbs to "come" and to "get"  
 re future time considered apart  
 See the Chapter on the Future

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( ۱ ) تم اپنی ٹی کاپی مہ  
 درباب استعمال حرف تعریف و قنک  
 رہا ہوں — اس وقت چپراسی تمہار  
 صاحب کا پیام میری گم شدہ چہ  
 کیا رکھے رہے ہو؟ — میں اپنی کتا

ہوں — اس عمدہ مکانات میں سے انہوں نے کونسا مکان اپنے صاحبزادے کے واسطے منتخب کیا ہے ؟ — ایک مکان تمہارے گھر کے قریب اور ایک میزے مکان کے پاس — بولس والے شہر کے گرد کس کی تحقیقات کر رہے ہیں ؟ — وہ ایک مدراس کے مسافر کی تحقیقات کر رہے ہیں — صاحب مجسٹریٹ کے باغ میں کس نے تم میں سے وہ چسمہ دیکھا ؟ — اسوقت تک تو کسی نے بھی وہ چسمہ نہیں دیکھا ہے — یہہ کسکے کئے ہیں ؟ — داعبانکے \*

( ۲ ) علاوہ اس نقشہ کے اور کس نقشہ کی نقل اس دفعہ لڑکوں نے کی ہے ؟ — انہوں نے اس ضلع کے نقشہ کی نقل کی ہے — یہہ کون شخص ہے ؟ — یہہ میرا ایک دوست ہے — یہہ درست تمہارا کون ہے ؟ — یہہ کسی نہ کسی سوداگر کے یہاں اسر مستر یا میز منشی ہے — آج صبح کو کے بچے تم گھر سے چلے تھے ؟ — ہم آدھ گھنٹہ بعد از طلوع آفتاب مکان سے چلے تھے — تم میں سے کون صبح کو پہلے اڑھا ؟ — پہلے میں اڑھا — یہاں تم کس کے منتظر ہو ؟ — میں یہاں اپنے نوکر کا بازار سے واپس آنے کا منتظر ہوں — اس میں سے کونسی کتاب تمہاری ہے ؟ — دو کتابیں جو قطار کے داہنے طرف ہیں وہ میری ہیں — اس انگریزی کتاب میں سے تمہیں کونسی کتاب درکار ہے ؟ — جو کتاب حرف تعریف و تکبر کے باب میں ہے اور جس کتاب میں نعل کا بیان ہے — سوائے انگریزی کتاب کے اور کونسی کتاب تم چاہتے ہو ؟ — میں کسی انگریزی حیرانیہ کا اردو ترجمہ چاہتا ہوں — لو یہہ بہت عمدہ ترجمہ ایک انگریزی حیرانیہ کا ہے — اس کتاب کی کیا قیمت ہے ؟ — ایک روپیہ — یہہ کتابیں تم نے کس سے خریدی ہیں ؟ — ایک بک فروش سے جو ہماری گلی میں رہتا ہے \*

( ۳ ) تمہارے گھڑے کے سوائے اور یہہ کسکا گھورا آدھ گھنٹہ سے دھاک پر کھڑا ہے ؟ — میزے بھائی کا ہے — نل سے پہر کو تم کسکے ساتھ مدرسے سے گھر گئے تھے ؟ — میں شکر اور اوسکے دو بھائیوں کے ساتھ گھر گیا تھا — آج سے پہر کو شکر اور اوسکے دو بھائی گھر گئے — تین دن ہوئے کہ دُرگا اور اوسکے دو بھائی ساتھ گھر گئے — تعطیل گذشتہ میں آپے کس کے مکان پر قیام کیا تھا ؟ — اسکے قریب گاؤں میں رہنے کے مکان پر — اس عمارت کے کس خانہ میں وہ بعت کی کتاب ہے ؟ — بیچ کے خانہ میں — مدرس کی میز پر سے دوات کون لیگیا ہے ؟ — ملازمین مدرسہ میں سے کوئی نہ کوئی لیگیا ہے — اس فرس کے کمرے میں کون عل کر رہا ہے ؟ — سروہ اور کچھہ اور نرے — اس قریب کے کمرے میں تم کس کا عل س رہے

۴۹؟ — میں لڑکوں کے پھیلنے  
 حکایا؟ — داعیاں نے »

(۴) صبح کو سوہن کس کس کا ربور چرایا؟ — ایک مساتھرا حاتے ہوئے اس مساتھرا کا شخص نے اس مساتھرا کا کیا چورا حاتے رہے؟ — کچھ رمرن — قیر کے حاتے رہے ہں — کیا بہہ حواد حواہرات اسکے آقا کے تھے اور کہ حمر پولیس والوں کو کسے کی؟ — نے چوروں سے پھیر لیئے؟ — اور وہ اڑکا کوں سے مصامیں کا آپ ہ ریاصی اوئے کوں بڑھاتا ہے؟ — تمام لئے اوزار کوں حردنہا چاہتا

( ۵ ) اوس نڈھے آدمی .

باعیبتہ کے پختہ میوؤں کا ذکر آ — — — — —  
 کیا میوہ ہے؟ — — — — —  
 کیا بھاڑ بیچتا ہے؟ — — — — —  
 کیا قیمت مانگتا ہے؟ — — — — —  
 مر گیا؟ — — — — —  
 چیپک سے مرا — — — — —  
 کتابیں — — — — —  
 دیوار پر چڑھ کر آئے تھے؟ — — — — —  
 پکارا؟ — — — — —  
 کو جو بھانک بر کھرا ہے — — — — —  
 میں نے روہں کو اوس کے چچا کے گھر سے نلایا — — — — —  
 کس سے ملاقات کی؟ — — — — —  
 کی — — — — —

( ۶ ) اوسنے کس ہاتھ سے تمہیں مارا ؟ — اوسے مٹھیے دونوں ہاتھوں سے مارا — اوسکے ایک ہاتھ میں کیا تھا ؟ اوسکے کسی ہاتھ میں کچھ نہ تھا — سوائے تمہارے اوسنے کسی اور کچھ بھی مارا ؟ — ہاں اوسنے روہن اور - رعس کو بھی مارا — ۳۷ کس عدد کا پانچواں حصہ ہے ؟ — ۳۷ - ۱۸۵ کا پانچواں حصہ ہے — چور کس راستے سے دعا کا ؟ — وہ میرے بائیسے سے ہو کر صاحب مستعریٹ کے باغ میں گھس گیا — تھوڑے عرصے سے تم کیا پڑھ رہے ہو ؟ — اورنگ رس کے زمانہ کی تاریخ دیکھ رہا ہوں — اب کیا مطالعہ کرتے ہو ؟ — اب ہم مختلف اقسام حروف عطف کے استعمال کے قاعدے یاد کر رہے ہیں — اس وقت کسکے آدسی ڈاکخانہ جاتا ہے ؟ — میرا آدمی جاتا ہے — کون تمہارے ساتھ اس کمپنوں سے ہو کر گھر جاتا ہے ؟ — یہ بڑا لڑکا جاتا ہے — صبح کو مدرسے میں کون لوگ آتے ہیں ؟ — صاحب مستعریٹ - صاحب حج - ڈاکٹر صاحب اور ڈپٹی کلکٹر صاحب - وہ کس درجت کے پیچھے چہپا ؟ — ایک بڑے آب کے درخت کے پیچھے — کس درجت کے پیچھے وہ چہپا ؟ — اس باغ کے جنوب کی طرف پیچھو دیج کے بڑے ٹیم کے درخت کے آڑ میں چہپا — اس مقدمے کا حال تم کیا جانتے ہو ؟ — میں تو اوسکا کچھ حال نہیں جانتا ہوں — اسکا حال تم سے سن لے گا ؟ — کسی نے بھی کچھ حال اسکا مٹھیے سے نہیں کہا \*

## CHAPTER XVIII.

The Emphatic Adverb *own*    The Impersonal Pronoun *it*    The two Possessive Forms of *it*

RULE LXXV—Put *own* after the Possessive Case of a Noun or after a Personal Pronoun, to emphasize the Possessor —

Ex — This letter is in *Durga's own* hand-writing  
 He wrote this letter with *his own* hand  
 They have not been using *their own* books

RULE LXXVI—Use *it*\* as Nominative to the Verb “to be,” in place of the Noun *day*, *night* and *weather*, and in the place of *wind*, with the Verb “to blow” —

Ex — *It* (i e, this day) is a fine day  
 Is *it* (i e, the night) not dark to night?  
*It* (i e, the present weather, or the day) is very cool  
*It* blew hard last night

RULE LXXVII—Use *it* as the only Nominative to the following Verbs, “to rain,” “to snow,” “to hail,” “to thunder,” “to lighten,” “to freeze,” “to thaw” —

Ex — *It* has not rained for some† days  
*It* snowed in the night †  
*It* has been hailing this afternoon  
*It* was thundering and lightning all night  
*It* froze hard this morning  
*It* has been thawing since sunrise

RULE LXXVIII—Use *it* as Nominative to the following Verbs when referring to the weather, “to look,” “to feel,” “to blow,” “to pour” —

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\* Compare these rules for the use of *it* with those given in Chapter XXIII

† Some here has no relation with *any*, as in Rules LIV, LV

† The phrase “in the night” refers to the night just past. “On the night” refers to a night some time past, and requires to be followed by a qualifying sentence or phrase

**Ex** — *It* looked cloudy last evening  
*It* feels warm to day.

**RULE LXXIX** — Put '*it*' in the place of the Nominative, and put the Nominative itself after the Verb, "to be," when the Nominative is a *Phrase* expressing *Time* or *Distance*\*. —

**Ex** — *It* is time for school  
*It* is now five and twenty minutes past three  
*It* is not far from my house to yours  
*It* is three years since I left school †

**RULE LXXX** — The rules for the use of *its* and *their*, of *it* and of *them*, are as follow. (See Rules XXIV, XXVII) —

(a) Use *its*, or *their*, to stand for animate objects —

(b) Use of *it*, or of *them*, to stand for inanimate objects —  
 but (c) Use *its*, or *their*, if the (inanimate) Noun with the Pronoun stands for, nearly ‡ precedes the Pronoun in the same clause —

**Ex** — Who are these people? (a) I do not know *their* names  
 What do you call these things? (b) I do not know  
 the names of *them*

(a) Here is a mystery Let us get to the bottom of *it*

(b) *This* box has a hole in the lid of *it*

(c) *This* box has lost *its* lid

(b) *That* word is wrong Put *this* word in the place of *it*

(c) Put *this* book in *its* place

(b) *That* box has another box by the side of *it*

(c) *This* box is lying on *its* side.

### EXERCISE XVIII.

**A** — Translate into Urdu —

He always put his books away in the cupboard with his own hands Is it not too early for school? No the school

\* See Rule XLVIII

† See Rule XXIX

‡ Observe, that in Examples (a) and (b) the Noun *remotely* precedes the Pronoun, either in the same clause or sentence, or in a preceding one

In applying (c) to some *Interrogative* sentences, read "follows" for "precedes"

**Ex.** — Upon which of its sides does *the* box now stand?

explained to you before now the different uses of the Adjectives "some" and "any." Is *it* raining now? No, *it* is not. *It* is quite fine now. Did *it* not hail yesterday? What o'clock is *it*? *It* is a little past eleven. Is *it* long † since your father's death? No, he died only lately. Has he not quarrelled with his *own* friends about money matters? Yes, he has. *It* is a fine day for our journey across the hills to our grandfather's village. This boy has cut his hand with his *own* penknife. Has it stopped raining yet? No, *it* has not. Did you send your *own* servant or mine to the stationers for some ink? I sent neither of them. Is *it* not too wet to-day for a walk across the fields? Yes, *it* certainly is. Was *it* not raining

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\* The adverb "enough" must always be followed by "for" and its case, or by an Infinitive Mood, see Chapter XXIV. The same Rule applies to the Adverb "too." See Rule XXXVII, (note) and Rule CXVI.

† "Long," i. e., a long time."

hard then? It is a long distance from my house to the school. It is very windy to-day. What is the meaning of <sup>\*</sup> *this word*? I do not know the meaning of *it*. Were there any soldiers at all on the other side of the river? Yes, there was a large body of *them* on the other side of *it*. What is wrong with your desk? There is a crack in the lid of *it*. What were the boys of your class doing to-day during the Geography hour? They were writing out a description of all the towns of the Ganges from *its* source to *its* mouth. The Magistrate has searched this muter to the bottom *its* bottom. On which side of the door of the school hall is your desk? It is on the left hand side of *it*. In which of *her* legs is your bay mare lame? She is lame in none of *them*. She is not lame at all. All four legs are sound. Your monthly income is eighty-four rupees. What is the source of *it*? Its source is a legacy from my late master.

<sup>\*</sup> *Of* does not always indicate possession. Thus, we can say "a crowd of soldiers," and "the weapons of soldiers." We cannot, however, say "a soldier's crowd" although we can say, "a soldier's weapon."

The Norman form of the possessive Case of Nouns may be used in three instances, (a) (b), (c). In only one of these instances (c) does the Norman Possessive form indicate actual possession.

Class (a) not capable of conversion into Saxon form —

EX — He made a series of mistakes. Famine caused great loss of life in 1897. There was great loss of life in the famine of 1897. Class (b) capable of conversion into the Saxon form, but with a difference of meaning —

EX — The memory of my brother is dear to me.

My brother's memory is defective.

The loss of Durqa was a grief to his family.

Durqa's loss by this speculation exceeds mine.

Class (c) capable of conversion into Saxon form, but without a difference of meaning —

EX — Here are the tools of the carpenter (who was sent for to put a new spoke into the broken wheel of my uncle's dog-cart).  
Here are the carpenter's tools.

Observe, that of the two synonymous forms (c) the Saxon form is used in plain prose only, according to Rule XXIV, and that the Norman form is used according to Rules XXV, XXVII, or, in other than plain prose, or when the Possessor, is qualified by a following clause, as above.

Observe, also that while only one of the above instances of the Norman form, (c) indicates possession, all the instances of the Saxon form indicate possession.

Also, observe that in instances (a), (b), Abstract and proper Nouns only are concerned, while in (c) Common Nouns only are concerned.





## B — Translate into English. —

( ۱ ) کیا تم الماری میں ہمیشہ اپنے ہاتھ سے قتل لگاتے ہو؟ — نہیں — کبھی میرے عوض دقتی قتل لگا دیتا ہے — کیا اب کھیلے کر دیر نہیں ہو گئی ہے؟ — نہیں — قبل عروب آفتاب کھیلنے کے واسطے بہت سارقت ہے — وہ اپنی کتابوں کے ساتھ اپنے بھائی کی کتابیں بھی اس الماری میں رکھتا ہے — کیا ہندوستان کے میدانوں میں کبھی برف پڑتی ہے؟ — نہیں — ہندوستان میں برف بہاروں پر برف پڑتی ہے — اسکے اور میرے دونوں کے ماں باپ مر گئے ہیں — آج کل کا موسم بیل کی فصل کے واسطے بہت خراب ہے — کل شب کو ہوا خوب چلی — تھوڑا عرصہ گذرا کہ خود اس کی اور اسکے بھائی کی کتابیں اس میں پر رہی تھیں — تھوڑے عرصے سے تند ہوا معرب کی جانب سے چل رہی ہے — اسوقت تیری گرمی معلوم ہوتی ہے — ایسی چغریہ کے سبق کا وقت نہیں آیا ہے — اسوقت گھڑی میں کیا بھا؟ — گیارہ بجے — کیا پوسوں میںہ در سے دس؟ — ہاں پوسوں میںہ شدت سے دس — اب کیا وقت ہے؟ — دس بجکر قریب پچیس منٹ کے ہوئے ہیں — کیا دل اولے در سے قے؟ — ہاں — اولے در سے — نال دل گرجا اور بھلی چمکی — کیا اسوقت کچھ گرمی نہیں ہے؟ — نہیں — اسوقت تو در اپنی نہیں ہے — وہ اپنی چھتری اور میری چھتری بھی لیگیا \*

( ۲ ) کیا یہ فنانگس خاص تمہارا مال ہے؟ — نہیں — یہ میرے ایک دوست کا ہے — تم کسی ڈری پر کچھری جاتے ہو؟ — میں خاص اپنی لکھی پر جاتا ہوں — آج زمین ایسی تو ہے کہ باغ کی سیہ ممکن نہیں — کیا زمین اتنی خشک ہے کہ باغ کی سیر کر سکیں؟ — ہاں — اب تو زمین خوب خشک ہے — بڑھئی نے اپنے ایک ازار سے اپنا پاؤں کٹ لیا — خود تمہارے دوست اس حرم کی تہمت تمہیں لگاتے ہیں — ہوا ایسی تیر چل رہی ہے کہ راتے درے ٹکڑے کی ایسی ناریک توڑ کاٹھ کر رہیگی — کیا بھا ہے؟ — قریب گیارہ بجے ہیں — کیا ڈاکھانہ یہاں سے دور ہے؟ — نہیں — دور تو نہیں ہے — کیا اسوقت میںہ درستا ہے؟ — نہیں — اسوقت تو آسمان بالکل صاف ہے — خود دُوتا کے دوست اوسکی عیب ہرئی کرتے ہیں — کیا آج کا دن نہ باغ خانے کے واسطے اچھا ہے؟ — ہاں — اچھا ہے — کیا پانی درستا مرقوف ہو گیا ہے؟ — نہیں — اب تک بوس رہا ہے — دھلی سے ملکتہ تک سہر در درار ہے — اس ہزار کے کھڑے میں اسقدر عل ہونے کا کیا سبب ہے؟ — میں اسکا سبب نہیں جانتا — دریا کے اس طرف تو کچھ سپاہی بھی تہ تہ — البتہ دریا کے اوس طرف انکا بڑا جمگٹا تھا \*



## CHAPTER XIX.

## Nouns in Apposition    Nominatives of address

RULE LXXXI.—Two Nouns meaning the same person, or thing, or, a Noun and its explanatory phrase, may be used together as a Nominative or an Objective \* Either of them may stand first†.—

Ex —He sent for Kullu, *the Chaprasi*  
           My brother, *the tenant of this house*, is not at home  
           I have paid this man, *my late servant*, his wages  
           Here‡ is my friend, Ratan, *the banker*

RULE LXXXII — In a question, a request, or an order the name or the designation, of the person addressed,§ be put either first or last|| —

Ex —*Durga*, did you shut the door?  
           Are you ill, *Munna*?  
           *Dafti*, you have not ruled both sides of this sheet of paper

\* If this double Nominative or double Objective indicate a *possessor* (i.e., is in the Possessive Case), put the first of the two into the Norman Possessive Form —

EX —The son of Kullu, the Chaprasi, is waiting at the gate

† When a Noun and a Phrase, or a Simple Noun and a Compound Noun are used together, the Noun, or a Simple Noun, is put first

‡ “*Here it is*,” “*there it is*,” &c When it is required to emphasize the *Nominative* rather than the *place* of the Nominative, “*here*” and “*there*” are placed *first* (See Rule XXXVI, Part I)

§ The Nominative of Address need not be used at all, except to call attention

|| The Nominative of Address be put *first*, the question or the order is more peremptory As the intention of using a Nominative of Address is, to attract the attention of the person spoken to it is more commonly placed *first* Since no such reason exists for placing it, first in a *reply*, it is placed *last*



by the teacher's order. *Rohan*, *Kallu*, *the Chaprasi*, has brought you some letters from the Post Office. Those boys are using their new Map of India, *Magistrate's gift Duraa*, there is a man enquiring for your brother *Chaprasi*, did you take this parcel of books to the book-binder's?

In what line, *Sohan*, of the fifth page of this book, do you find an example of the use of the Preposition "except"? In the middle of the seventh line from the bottom, *Sir*. What is the matter with your brother, *Mohan*? He has cut his hand, *Sir*, with a broken inkstand. *Kallu, the Chaprasi*, was standing just now at the door of that house, *the one next to Duraa's*.

Whose are these houses, *my lad*? These houses, *Sir*, belong\* to my grand-father and to my uncle. They belonged formerly by *Bhagwan Sahai, the rich Delhi banker*.

*Behari Ratan Shanker's cousin* has obtained employment† in the *Magistrate's office*. I bought an excellent grey mare at the horse fair, yesterday, *Mohan*, from a *Kabuli horse-dealer*.

Have you tried your new mare yet, *Shankar*? Yes *Mohan*, I tried her last evening. She was very fast, quite quiet and a good jumper. What price did you give for her, *Shankar*? I gave two hundred and fifty rupees for her. You bought her cheap, *Shankar*. Yes, *Mohan*, indeed, I did. She is not at all dear for that price.

Do I not often help you, *Ratan*? No, *Sohan*, you seldom do. The *Magistrate* removed the slaughter-house compound, a public nuisance, from the middle of the city to the outside. Do you ever study your lessons during the holidays, *Duraa*? Yes, *Munna*, I always do. If you please, *Sir*, some one or other has upset some ink over some of my books. *My dear*

\* The Neuter Verb "to be" and its modifications appear, seem, resemble, feel, look, belong and cost, hear, see, find believe, consider, imagine &c., when used as modifications of "to be", dare when used as an Auxiliary Verb, need when used either as an Auxiliary, or as a Transitive Verb, are not used *Progressive Present Tense*. (See Rule XC)

† Native students frequently err in putting Articles before Abstract Nouns, (See Rule XXXI).



school. *Shankar*, what is the matter? My own brother has struck me in the face with his fist, *Sir*. Whose book is this? Have you been waiting here for a long time, *Durga*? Yes, *Mohan*, I arrived here a long time ago. I have been waiting here since sunrise. Is it raining still, *Durga*? Yes, *Sir*, it is. *Durga*, and *Behari*, have you been studying the classification of conjunctions? Yes, *Sir*, we have. These mischievous boys, *Sir*, have been making a great noise in the room next to ours. If you please, *Sir*, have you written to the Calcutta book-sellers, for some books on English Composition for us? No, *Durga*, I have not written yet. I have had no time lately for correspondence. They were reading about the victory of Alexander the Great over Porus, an Indian King.

*Ratan*, *Shankar* has often lent you one of his own horses. No, *Mohan*, he has never lent me one of his own. He has sometimes lent me one of his brother's horses. *Rohan* once lent me the horse of one of his brothers.

Did he hurt himself, *Behari*, with his own cricket bat? Yes, *Sir*, he hit himself on the knee with it. *Ratan* does your father know of your absence from school yesterday? Yes, he does, *Sir*. What were they doing, *Durga*? They were jumping over the desks and forms,\* *Sir*. We have been reading the life of Macaulay, the compiler of the Indian Penal Code, the author of an excellent History of England.

You have been doing mischief, *Durga*. No, *Sohan*, I have not. I have been doing work. I have been sitting here quietly with my books for the last three-quarters of an hour.

I have explained to you before now, *my lad*, the difference between "some" and "any." I pass my friend, *Behari*, the jeweller, every day on the road to the Treasury. *Ratan*, you are not attending to my remarks. Yes, I am, *Mohan*.

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\* It is allowed to omit the Article from before the second of two Nouns which are so commonly associated as *desks* and *forms*, *pen* and *ink*, *needles* and *thread*, &c.



No, Sir, it is quite fine now  
minutes

, at that picture, the portrait  
es, they were, Sir Sohan,  
end to his teacher's remarks  
ian, the Doctor, one of the  
ommittee, arrived here very  
ay train from Aligarh with  
on his way to Calcutta for a

—

( ۱ ) رتیں — تمہارے باپ کے

بڑا شور و غل کرتے ہیں — نہیں —  
رکھتے ہیں فقط دنکو وہ دورتے اور پھر  
بھی کئے ہو جہاں اورنگ رب دس  
ہوں — میرا دوست روہن شکر کا ۔  
اسکے دوستوں میں سے کسی نے اسے بھا  
حضور بیٹہ نوحواں جو سابق میں مدر

کا اُمیدوار تھے — کہوں مڑوں — اس الماری میں رتیں کون سی کتاب تلاش کر  
رہا ہے ؟ — حباب — وہ ایسی انگریزی لغت کی کتاب جو کہ بڑی موٹی ہے ڈھونڈ  
رہا ہے — کیوں مڑوں — تمہارے چھوٹے بھائی روہن کو کتابوں کا سستہ لیبہ کو  
کسے گھر بھیجا ہے ؟ — حباب — ارنکے ماسٹر صاحب نے بھیجا ہے — کیا اس  
الماری کے بیچے کے خانہ میں کتابوں کا سستہ نہیں رکھا ہے ؟ — جی ہاں — ایک  
تکارتوں کا سستہ رکھا ہے \*

( ۲ ) حباب اس لفظ کے کیا معنی ہیں ؟ — کیوں مڑوں — کیا دفتری نے

تمہارے کاعد کے صفحہ پر تمہارے واسطے رول کیا ہے ؟ — جی نہیں — میں نے  
حرد ارسپر رول کیا ہے — مڑوں — مبرا ایک بھٹی لنگڑا ہے وہ مدرسے کبھی نہیں  
آتا — میرے والد کا معزز ایک ماسٹر کا پندت ہے اسے بڑھاتا ہے — روہن —  
میرا نوکر بنا کچھ پھول چند شقائق اور کسی قدر ترکاری والے کے باغ سے تمہارے  
گھر لیگیا ہے — کیوں مبرا — کونسی لغت کی کتاب اس لڑکوں کے استعمال میں

ہے ؟ — حساب بُنی اُخت کی کتاب انکے استعمال میں ہے جو صاحب معیشتوں نے مدرسہ کے صدر ہی تھے — رہیں — تمہارا ایک نوہر تمہارے بھائی شکر کا منتظر کھتا ہے — کیوں دوتہی — کیا تم خود یہہ پارسل کتابوں کا کُتب فروش کی دوں سے لڑتے ہو ؟ — کیوں سوہیں — تمہارا مدرسہ کسوت گولتا ہے ؟ — حساب سازے دس بھے کھلتا ہے — اب بیا وقت ہے ؟ — حضور — حواس بھے ہیں — موش کیا بجا ہے ؟ — ابھی گیارہ بجے ہیں — کیوں شکر — تمہارے Grammar کے کس صفحہ میں حروف وں کی بہرست ترتیب وار لکھی ہے ؟ — حساب — کتاب کے حاتمہ سے دو صفحہ یہہ بہرست لکھی ہے \*

( ۳ ) اِس مَکاں کے کُرایہ دار بگواں سہاے نے اڑھائی برس سے اوسکے مالک منوہر لال گوالا کو کُرایہ نہیں دیا ہے — کیوں بیٹا یہہ ناع کسکا ہے ؟ — حساب — یہہ ناع میرے چچا رام سہاے روٹی والیکا ہے — کُئی برس سے یہہ اسکی ملکیت ہے — بھاری — شکر کے بڑے بھائی رتن نے آگرہ کے ایک انگریز دوکاندار کے یہاں اپنی حال میں نوکری پائی ہے — وہ دوکاندار رتن کو کیا تھوڑا دیتا ہے ؟ — وہ اثبارہ روپیہ ماشواری اوسے دیتا ہے — کیوں موش — کیا تم اتنک علیل ہو ؟ — خی ہاں — میں اتنک بہت بیمار ہوں — کیا یہہ لڑکے دوسرے سے بہت مشابہ نہیں ہیں ؟ — خی ہاں — مشابہ تو ہیں — یہہ آپس میں بھائی نہیں ہیں — سوہیں — یہہ صفحہ تمہارے سبق کا اور صفحوں سے بالکل مختلف معلوم ہوتا ہے — خی ہاں — مختلف تو ہے — بل کچھ رات کُئے میں نے اوسے بہت حاشی میں لکھا تھا — کیوں موش — آج تمہ میلہ میں کُئی چیز خریدی ہے ؟ — ہاں روہں — میں نے کچھ تھوڑے اپنی چھوٹی بھوں کے لیئے خریدے ہیں — کیوں روہں — کیا تمہ بل خود کُئی چیز میلہ میں خریدی تھی ؟ — نہیں موش میں نے تو کُئی چیز بھی نہیں خریدی — میرے پاس روپیہ نہ تھا — روہں اب تمہیں کچھ روپیہ چاہیئے ؟ — ہاں — موش اپنے لہو اور اپنے بھائی کے واسطے کچھ کھانے اور مٹیائی خریدنے کے لیئے کچھ روپیہ مہے درکار ہے \*

( ۴ ) کیوں دُرُکا اب تو آسمان صاف ہے ؟ — خی نہیں — اتنک میہہ درس رہا ہے — حساب — یہہ سُست لڑکے ہمارے دعوے کے حواںدگی کے وقت تڑا عل کرتے ہیں — کیوں مولوی صاحب آپے ہماری دعوے کے واسطے کاند اور قلم اور روشنائی کاند فروش سے منگائی ہیں — ہیں — اِس قسم کے کام کے واسطے مہے درصفا نہیں ملتی بلکہ تمام رت میرا دعوے کے کام میں صرف ہوتا ہے — وہ پرس ایک

ہندوستان کے راجہ کے سکندر اعظم سے شکست کھانے کا حال بڑھ رہے ہیں — شکر کیا — رتن نے تمہارے گھوڑوں میں سے انڈر ایک گھوڑا مانگ لیا ہے ؟ — ہاں — سوہن — اوسے انڈر مانگ لیا ہے — کدوں بیٹا — یہہ ٹانگن کسکا ہے ؟ — جناب یہہ ٹانگن سوہن کے بھائیوں میں سے کسکا ہے — وہ ٹانگن کسکا ہے ؟ — جناب — وہ دُرگا کے انک بھائی کے ٹانگنوں میں سے ہے \*

( ۵ ) رتن کل انک دوست کے مکاں سے گھر جاتے وقت راہ میں میں ایک بہت قیمتی ہیرے کی انگوٹھی ہائی — کیوں سوہن — تمہے اوس انگوٹھی کے مالک کو بھی دریافت کیا ؟ — نہیں رہے — میں اوسے مستحکمہ پولیس میں لیگیا — صاحب مستحکمہ یت نے ایک اشتہار اُسکے نسبت جاری کیا ہے — تم حوش قسمت ہو — سوہن — گم شدہ مال کے مالک اوسکی تلاش کرنیوالوں کو اندر اُنعام دیتے ہیں — میں نے ہیرے کی انگوٹھی کبھی نہیں دائی — کیوں سوہن اس انگوٹھی کی کیا قیمت ہے ؟ — ظاہراً اوسکی قیمت قریب تین سو روپیہ کے معلوم ہوتی ہے — چند سال گذرے کہ میرے ایک چچا زاد بھائی نے ایسی ہی ایک انگوٹھی خریدی تھی — کیوں روہن — کبھی سوہن سوہن کو مدد دیتا ہے ؟ — نہیں — سوہن تو انڈر اوسے روکتا ہے — کسی زمانہ میں بوجہ حادثہ جس سے عرام کو تکلیف پہنچتی تھی اس داف شہر میں واقع تھا — صاحب مستحکمہ نے اوسے شہر کے باہر ایک مقام پر منتقل دیا — کیوں سوہن — دوس سی کتابیں مطالعہ کے وقت کے بعد شام کو تم گھر پر پڑھا کرتے ہو ؟ — انگریزی احکارات اور انک داف کسی عمدہ انگریزی قصہ کی کتاب کا پڑھا کرتا ہوں — عمدہ انگریزی قصہ کی کتابیں پڑھنے سے تمہیں کیا حاصل ہے ؟ — مستحکمہ انگریزی مستحکمہ معلوم ہوتے ہیں \*

( ۶ ) جناب والا — کوئی نہ کوئی میری میز اوسکے مقام مناسب سے اٹھا لیگیا ہے — کیوں روہن کیا تمہارے درس سوہن نے اتک نوکری نہیں پائی ؟ — جی ہاں — اوسے ابھی نوکری پائی ہے — جناب — ہم لفظ but حرف ربط ارد لفظ but حرف صفت فعل اور لفظ but حرف وصل اُس سے میں دونوں جانتے ہیں چنانچہ لفظ but حرف ربط کی مثال یہہ ہے — سب علاوہ روہن کے اوس دیوارے گتے کو دیکھ کر بھاگے — اوسکا فقط ایک چائی ڈرگا ہے — بہت سے بوجہ ہارے مرد اور عورتیں اور لڑکے چراگ جی سے گھر جاتے ہوئے طالع آفتاب سے اوس درختوں کے نیچے بیٹھے ہوئے ہیں — ہاں شکر — وہ عرصہ سے وہاں بیٹھے ہوئے ہیں — عرصہ ہوا کہ میں نے اودھیں وہاں آتے دیکھا تھا —

کیوں مزون اس حوضورت ٲانگن کي کيا قيمت ٲمنے دي هي ؟ — رٲن ۱۳۵ روپيہ کو ليا هي — يہہ ۲۰۰ کا مال هي — ٲيڑہ درس کا عرصہ هوا کہ کسی شخص نے اسے اڑھائي سو روپيہ کو حريدا ٲھا — اوسي زمانہ ميں ميں نے ٲيں اور ٲانگن اسي قيمت کو حريدے ٲھے — حباب والا اس عبارت کا ترجمہ ٲو اس لڑکوں کے واسطے بہت سہل هي — من نے اونہيں وہ عبارت ترجمہ کرنے کو دي هي \*

( ۷ ) کیوں رٲن — کيا سوہن نے تمہارے جمعرات والے خط کا جواب اب تک نہيں لکيا هي ؟ — هاں شکر — کچھہ دن گدرے کہ ايک بڑا خط اوس کے جواب ميں ميرے پاس ٲہونچا — نہيں شکر — اب تک تو اوس کا کوٲي جواب نہيں مچھے نہيں ملا — حباب — يہہ علٲي آگے تو ميں نے کہي نہيں کي — واہ سوہن — تمہے اندر يہہ علٲي کي هي — کنوں حباب — مھا ٲا کٲ حانہ يہہ کٲاين کس قيمت پر فروخت کرتا هي ؟ — شکر — وہ مي کٲاب چھہ انے قيمت پر بيچٲتا هي — اوسے مي کٲاب ٲانچ آے کو ٲڑي هي — يس مي کٲاب ايک آنہ اوسے فائدہ هوا — ميں نے يہہ کٲاب ساڑھے ٲانچ آے کو لي هي — کیوں شکر — اببي ٲٲي لعت کي قيمت سات روپيہ مبرے واسطے لائے هو ؟ — جي نہيں — ميں نہيں لايہ هوں والد نے مچھے قيمت نہيں دي — شکر — تمہے اونسے قيمت مانگي نہيں ٲھي ؟ — جي هاں مانگي تو ٲھي — مگر اونہوں نے فرمايا کہ اسوقت ٲو ميرے پاس روپيہ نہيں هي — ديٲا تمہيں کيا هوا هي ؟ — حباب — کوٲي مچھے مار رها هي — ٲانٲر مبرا علي کا بوکر سرھن جو ہمارے گاؤں کا باشندہ هي کل کچھہ رات گئے تمہارے ايک دوست رام لال کا ٲيام ليکر نہاں آيا \*

## CHAPTER XX.

*Interrogative Adverbs — (When, where, how, and why)*

**RULE LXXXVI** — Put these Adverbs *first* in the sentence, and immediately *before* the Verbs they qualify —

**Ex.**—*When*\* did he† break that window pane, (or, pane of glass)?

*Where* are they putting their pens and ink?

*How*‡ do you explain this?

*Why* have you not written to your father?

**RULE LXXXVII** — (a) Replies to questions asked with “when,” “where” must contain respectively Adverbs or Adverbial phrases (or clauses) of *Time* or of *Place* —

**Ex.**—*When* did you arrive?

(a) *Yesterday* (b) I arrived *yesterday* §

*Where* did you write this?

(a) *At home* (b) I wrote it *at home*

(b) Replies to questions asked with “how” must contain Adverbs or Adverbial phrases (clauses) of *Manner*||, of *Degree*, of *Number*, of *Measure*, of *Quantity* —

**Ex** — *How* do you like your new house, Durga?

(a) *Very much indeed* (b) I like my new house (or it) *very much indeed*

*How heavy* is that load?

(a) *Not very heavy* (b) It is *not very heavy*

*How many days* has he been ill?

(a) *Four* (b) *Four days* (c) He has been ill *four days*

\* *When* is not used as an Interrogative with the Progressive Present, the Perfect or the Progressive Perfect Tense. The other Interrogative Adverbs are used with *all* the Tenses which have as yet been referred to in these Exercises

† Observe the Nominative (See Rule XXXIX)

‡ *How* beginning an Interrogative sentence, must not be confounded with *how*, beginning an explanatory sentence

§ The full reply need only be used for *exactness* or for *emphasis*

|| This rule does not exclude the use of an Adverb of Degree, should the sentence require one

*How much ink have you?*

(a) *Not much* \* (b) *I have much* †

(c) “*What——for*” is frequently used (*colloquially*, but inelegantly,) instead of “*why*” —

Ex.—*What did you do that for?* i e, *Why did you do that?*

“*What——for*” i e, “*for what,*” i e, “*for what reason*” i e, “*why*”

(d) The use of “*what——for,*” is objectional, because it produces ambiguity thus —

Ex — *What did you sell your horse for?* i e,  
*For what reason did you sell your horse?*  
*What did you sell your horse for?* i e,  
*For what sum did you sell your horse?*

(e) Replies to questions asked with “*why,*” must contain phrases or sentences ‡ of *cause* or of *reason*, preceded by the Conjunction *because*, or *on account of* —

Ex — Rohan, *why* did§ you not buy that piebald pony of Ratan’s?

(a) *On account of his lameness* (b) *I did § not buy him, on account of his lameness*

(a) *Because he was lame* (b) *I did§ not buy him, because he was lame*

## EXERCISE XX.

A — Translate into Urdu. —

*How do you like your new house, Rohan? I do not like it at all, Mohan. It is very far from my school. It is too far from my school. When did the carpenter arrive at your house with his tools and materials? He arrived there shortly after daybreak, Sir. Where have you and Mohan been living, Durga, during the past month? We have been living in a*

\* *Not much* is often used as an equivalent for *a little*

† In replies, *some, any, much, many, few, &c.*, need not be followed by their Nouns, except when the reply is *full*

‡ When a sentence is thus used, the full reply is a *compound sentence*

§ Observe the agreement of the Tense in the question and in reply

Observe that *because* is used when the reason is given in the form of sentence and *on account of* is used when the reason is given in the form of a prepositional phrase, or of a participial phrase.

*distant village* Why have you not shown me your translation, Mohan? *Because* it is not ready yet, Sir Shankar, *how many* pages of paper did you fill with your parsing exercise? *Two and a half*, Sir Why is there no full stop after this word? *Because* it is not at the end of the sentence *Where* is Ratan? He is *in the garden*

*Where* is Durga? *Perhaps*\* he, too, is *in the garden* He is *perhaps*, *in the garden* He is, *in the garden*, *perhaps*

Rohan, where are Shankar and Behari? Behari is, *perhaps*, *in the garden*

*Where* is Mohan? He is either *in the garden*, or *in the house* *Where* is Sohan? He is neither *in the garden*, nor *in the house* *Where* is Sohan? He is neither *in the garden* nor *in the library*, nor *in any part of the school premises* Sir, *perhaps* he has gone home

*How* has Ratan, your sick brother, been sleeping this afternoon, Shankar? He has been sleeping *very soundly*, Sir *How* has he slept lately? *Very badly*, Sir *Where* does Ram Lal, the son of Sham Lal, the jeweller, live? *Near the house of Behari Lal, the book-binder*

*Why* are those boys making a great noise? *Because* there is a snake in the hedge between the school play-ground and Mohan's father's garden, Sir *Why* do not the boys call for the help of the gardener and his assistant? *Because* they are both absent, Sir *Why* have not the boys themselves driven away the snake? *Because* they are afraid of snakes, Sir

Sohan, *why* were you laughing just now? *Because* this boy made a joke about a mistake in my translation exercise Shankar, *where* do you sit in the class? I sit *next below Durga* and *next but two above Behari* Sohan, *how* is Durga

\* "Because" indicates certainty of the correctness of a reply

"Perhaps", is used to indicate uncertainty, and may be placed either first or last in the sentence, or else either before or after the Principal Verb and its object

"Probably" is used to express a less degree of uncertainty than is indicated by "perhaps"

writing his copy of the table of Arderbs ? He is writing it *very carefully*, Sir When does the Chaprasi shut and lock the gate of the school at night ? He shuts and locks it *at ten o'clock punctually* Why do you not make haste ? *Because* there is no hurry \* There is plenty of time How is Durga doing his work, Behari ? He is not doing it *in a hurry*,\* Sir. He is doing it *slowly and carefully*.

Why do you dislike this boy, Mohan ? *Because* he frequently disturbs me wilfully in my studies How much money have you for your week expenses ? I have *thirteen rupees, ten annas and four pies* How did these prisoners climb over the wall of the jail ? *By a ladder*

When were you, Durga and Behari, sitting at that desk, the one next to Ratan's ? We were sitting there, Sir, between *eleven and half-past eleven o'clock this morning*

Sohan where and with whom was your friend, Mohan, living at this time last year ? He was living, Sir, at Agra, with one of his uncles

When were you living, Sohan, at the village of Chandausi ? I was living there *at the time of the last Hardwar fair*. Sir How long have you lived in this village, Sohan ? *For three years and a half*, Sir. Why do you not pay this old man, your servant, his month's† wages ? *Because* I have not enough money at present Why do you not employ that other man ? *Because* he is not strong enough for my work *Because* he is not strong enough for work.

How far did you go with him on the road to Muttra ? I went *half way*† with him.

Where did you meet him on the road to Agra ? Where did you meet him on his‡ road to Agra ? Where did you overtake him on the road to Agra ?

\* See note to "noise"

† 'His month's', *e.*, 'the month's wages due to him'

‡ In many Prepositional phrases both the Preposition and the Article are by an Idiom, omitted.

§ Observe that ambiguity is prevented by the substitution of the Possessive Pronoun for the Definite Article



*How far is it from the post Office to the Kacheri ? It is about half a mile, Sir.*

Rohan, *when* did Ratan arrive home\* from Delhi ? I don't know † I have not seen him yet *Perhaps* he arrived this morning by the half-past ten o'clock train from Delhi Mohan, *when* did Ratan arrive here from Delhi ? He *probably* arrived here this morning by the half-past ten o'clock train I saw one of his servants near the Railway Station at eleven o'clock

*Where* is the map of the World hanging ? *There* Shankar, *when* did Rohan, your eldest brother, join this school ? He joined it, Sir, *about a year and a half ago* *When* did you hear ‡ last from your brother ? I heard from him

\* In English, *home* is never qualified by the Possessive Case of a Personal Pronoun, i e, the possessive Pronoun is always *understood*, and not *expressed*

The possessor is always inferred from the context, it is usually the nearest *person* in the sentence —

Ex — The men went home (i e, to *his* home)

The man took the boy home (i e, to the *boy's* home)

The man took the horse home (i e, to the *man's* home)

The man took the boy home with him (i e, to the *man's* home)

Did Ratan go home with Shankar ? (i e, to *Shankar's* home)

No, Shankar went home with Ratan (i e, to *Ratan's* home)

† Supply the ellipsis "when he arrived" Such answers as this are *elliptical compound* sentences The object of the Transitive Verb "know" is understood to be *the question* in an *affirmative* form (See note to Rule LXXXI)

‡ "To hear from a person, i e, 'to receive a letter from a person,' i e, 'to be written to by a person' The following are equivalent forms of the above sentence. "When did you receive a letter from your brother last ?" When were you written to last by your brother ? When did your brother write to you last ?

Observe that to "hear," used idiomatically as above should not be confounded with, "to hear," followed by a clause with *that*, as in, "I heard from your brother *that* you have been ill "

the other day I received a letter from him yesterday week.\*

How many people were there, Ratan, at your cousin's wedding? About seventy, Sir. Have you seen your cousin since his marriage? No, Sir, I have not. Where are these people going with their sheep and their goats? To some place at a great distance. At what time do the boys go home every day? At half-past three. How large is this room? It is twenty-four feet long† eighteen feet wide and fifteen feet high. Where has your mischievous little brother, Ratan, hidden my book bag, Munna? He has hidden it somewhere among the boxes in the Dastri's room. Why did you not bring your books to school with you to-day, Shankar? Because I lost them on my way home from school some days ago. Where has he been living lately? He has been living lately with me at my new house on the bank of the river. Why did you tear up that sheet of paper, Mohan? Because my translation of these difficult sentences was altogether wrong, Sir. Where does Sohan Lal, the basket-maker, the grand-father of Sohan Lal, live? I do not know. He probably lives in some distant village. Shankar, perhaps, knows Sohan Lal's residence. How far from Behari's house does his friend, Munna, live? I do not know the exact distance, Sir. The two houses are perhaps at a distance of a mile and a quarter from each other. Behari

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\* The following are commonly used as Adverbs referring to points of time in THE PAST A week ago, to day, yesterday week, (or, a week ago yesterday), last Friday, &c, week, a week (or a fortnight, month, two months, &c, a year, two years, &c,) ago, to-day, yesterday, the day before yesterday, last Tuesday, &c, or on the (a given date)

The following are commonly used as Adverbs referring to points of time in THE FUTURE This day week (fortnight), month, two months, &c, a year, two years, &c, to morrow week, (or fortnight), next Tuesday, &c, week

It is to be observed that the Adverbs of this form referring to future time are fewer than those referring to past time. As the future becomes more remote, dates are used in place of Adverbs thus formed

The teacher should cause the pupil to expand, in writing, these bracketted forms into separate adverbial phrases

† "Long," or "in length," "wide," or "in width" "high" or, "in height"

himself *probably* knows the exact distance of his house from Munna's

*Why* are these boys making a noise, Sir? Sohan, *perhaps*, knows the reason of it. He came out of that room a short time ago. *The teacher of the boys there is probably absent from the room.* *Why* is there no noise in this room? *Because* every one here is doing some work or other.

Which of you have any letter paper? Durga has some. None of us have any. I have a little. This boy has a small quantity. Shankar has plenty. Ratan has a great deal.\* Some of us have a great quantity (or a great deal).

*How much* money have you, Sohan and Behari? *Only† a little.* Each of us has *very little.* *Neither* of us has much. *Neither* of us has *any.* We have *none at all.* We have *scarcely any.* We have *plenty.* Each of us has *plenty.* Both of us have *plenty.*

*How many* quires of paper has the Duffri? *None.* One or two. *Only† a few.* Several. Ever so many. A great number.

Shankar, *why* did not your two brothers, Mohan and Ratan, attend school yesterday? *Because* they both met with a serious carriage accident the evening before last, in front of the house next door to mine. Ratan broke his arm, and Mohan sprained his ankle.

*How heavy* is this lump of silver? It weighs ‡ *exactly seventeen tolas.* Its weight is *exactly seventeen tolas.* It is *exactly seventeen tolas* in weight.

*Where* is your brother? I do not know *for certain* § *Perhaps* he is in the next room, *perhaps* he is in the garden.

\* As a general rule, *deal* is used with an abstract noun, and quantity with a common noun.

† "Only," is here used to emphasize the contrast between the Adjective of the answer and the Adjective of the question.

‡ See note§ above.

§ This verb thus used, is Intransitive, and takes the same case after it as before it.

Supply the ellipsis — "Where he is."

How far on his road to Benares' is your brother now ?  
He has *probably* arrived at his journey's\* end by this time

When did Ratan come home ? He has *not* come home yet He has *very likely* met with an accident He drives very carelessly

Where did those boys go to ?† They *most likely* went to the sweetmeat-sellers It is their leisure time

Ratan was *certainly* standing under that tree few minutes ago I saw him there myself What‡ is your opinion of this arrangement ? I *most decidedly* object to it Whose signature is this ? This is *undoubtedly* the signature of my old friend, Mir Ali.

\* The following Adverbs of *uncertainty* and of *certainly*, are arranged in increasing order of certainty The last three are equivalent in meaning, but differ in (increasing) degree of force

EX —Who did this mischief ?

*Possibly* Sohan did (for he is known to have done mischief at least once before now)

*Perhaps* Sohan did (for he *sometimes* does mischief)

*Probably* Sohan did (for he *often* does mischief)

*Very likely* Sohan did (for he *very often* does mischief)

*Most likely* Sohan did (for he is *always* doing mischief)

*Certainly* Sohan did (for he *was seen to do it*)

*Decidedly* Sohan did " " " "

*Undoubtedly* Sohan did ( " " " )

*Perhaps* is sometimes repeated in the same sentence, as in the Exercise

*Certainly* and *for certain* are equivalent in meaning

*Certainly* is used *before* Verbs which have other than sentences for their Objects

*For certain* is used *after* Verbs which have sentences for their Objects —

EX —I *know, for certain*, "who did this"

I do not *know for certain* "what time it is, but it is *certainly* past eight,"

" " " "where he is"

" " " "that he is dead"

*Whether*, being related to *which* is included here among the Relative Pronouns

On account of the *derivation* of "journey" Norman French, *jour*, day comes under the same Rule as "day" (See Note to Rule XXIV)

† "Where—to," i. e., "to what place," "to where" cannot be used

‡ "What," is an Interrogative *Noun* "what—for," or "for what" (i. e., "why") an Interrogative *Adverb*

## B — Translate into English —

( ۱ ) صبح کو کس وقت چپراسی نے ہمارے مدرسے کے دروازے اور کھڑکیاں کھولی تھیں؟ — حباب — سارے چہہ مجھے — آپ کے نئے ناع میں ناعاں سفید اور شرح گلاب کی چھائیوں کو کس طرح یا کس ترتیب سے لگا رہا ہے؟ — وہ شرح گلاب کو ایک قطار میں لگا رہا ہے — اور سفید گلاب کو دوسری قطار میں — دُرکا اور بھاری — مدرسے درخواست ہونے کے بعد شام کو قبل عروب آفتاب گھر میں کس مقام پر بیٹھ کر مطالعہ کرتے ہو؟ — ہم دونوں اپنے مکان کے مشرق کی طرف ایک بڑی سی اُملی کے درخت کے نیچے بیٹھ کر مطالعہ کرتے ہیں — آدہ گھنٹہ ہوا کہ یہہ چھوٹا لڑکا کمرے میں رو رہا تھا؟ — حباب — اوسکا بڑا بھائی اوسے سناٹا تھا — کیوں سوہں تمہے پہلے متھے اس حادثہ کا حال کیوں نہ کیا؟ — حباب اسوقت تک تو میں نے اوسکا حال نہ سنا تھا — پس اب تمہے اُسکا حال کیونکر سنا؟ — حباب میں نے اوسکا حال اوس شخص سے سنا ہے جسے اوسے بچشم حرد دیکھا ہے — اب اور کہاں یہہ حادثہ ہوا؟ — حباب میں نے مکان سے متصل مکان کے سامنے پرسوں شام کو سوا پانچ بجے یہہ حادثہ ہوا — یہہ حادثہ — کیونکر ہوا؟ — موہں اور اوسکا بھائی رتوں ایک حواں حرامرادہ گھوڑا حواں اوتکے باپ کی ایک گاڑی میں بٹھا ہوا تھا ہنکا رہے تھے — ایک ہاتھی کے قریب آنے سے گھوڑا بچڑکا اُسکا نتیجہ یہہ ہوا کہ موہں اور رتوں کی گاڑی ایک اور شخص کی گاڑی سے ٹک گئی اس ٹکر کے صدمہ سے دونوں بھائی گاڑی کے نیچے گر پڑے اور بہت چوٹ آئی — رتوں کا شانہ اوکھڑ گیا اور موہں کے ٹھہرے میں مرج آگئی — کیوں مہا — اپنی گم شدہ لعت کی نڈاب کہاں دھرتی رہے ہو؟ — حباب — اس مکان کے ہر ایک کمرہ میں میں اوسکی تلاش کر رہا ہوں مگر اوسکا کہیں پتہ نہیں ہے — شاید میں اور کتاہوں کے ساتھ اوسے نہیں لایا \*

( ۲ ) شکر تمہارا بیمار بھائی اکثر کسطرح سوتا ہے؟ — حباب اکثر اوسے اچھی طرح نیند نہیں آتی — بولا آج وہ کیونکر سو رہا ہے؟ — حباب — بہت اچھی طرح — کل وہ کیونکر سویا تھا؟ — حباب دل تو بالکل اچھی طرح نہیں سویا — آج سہ پہر کو وہ کیونکر سویا؟ — بہت اچھی طرح — حباب اسوقت کیونکر سو رہا ہے؟ — اسوقت تو نہیں سوتا ہے — وہ تھوڑی دیر جاگتا ہے — روہں تم گھوڑوں سے کیوں دترتے ہو؟ — اسواسطے کہ ایک گھوڑے نے ایک مرتبہ متھے لات ماری تھی — موہں آج کے سبق کے واسطے تنہا کاعد تمہارے پاس ہے؟ — میرے پاس بہت سا کاعد ہے — دے قیدی قید خانہ سے کیونکر نکل گئے؟ — وہ قید خانہ کی دیوار پر

چڑھکر بھاگے — دُرگا اور مہاری آج گیارہ اور ساڑھے گیارہ بجے کے درمیان میں تم کہاں بیٹھے تھے؟ — حباب — ہم اس میز پر بیٹھے تھے جو رت کے میز کے پاس ہے — کیوں سوہن سال گذشتہ میں آج تک تمہارا کوئی درست اپنے ایک چچا کے ساتھ آگرہ میں رہتا تھا؟ — حباب — موہن رہتا تھا — کیوں موہن تم گذشتہ ہر دو روز کے میلے کے زمانہ میں کہاں رہتے تھے؟ — سوہن میں چندوسی گاؤں میں رہتا تھا — تم کتنی دیر سے یہاں منتظر کھڑے ہو؟ — حباب — ہم سوا دو بجے سے یہاں منتظر کھڑے ہیں — دُرگا وہاں کب تک منتظر رہا — وہ ایک پہر بیس منٹ سے ایک پہر پچیس منٹ تک کھڑا رہا — اس حوالہ کو جو کہ تمہارا منکر ہے دو ہفتہ کی احذرت کیوں نہیں دیتے — اس واسطے کہ آج تک میرے پاس اس قدر روپیہ نہیں ہے — تم بہت شیشی کیوں نہیں کام میں لاتے؟ — اس واسطے کہ یہ میرے مطالب کے موافق لمبی نہیں ہے — کیوں موہن — سوہن کا گھر تمہارے مکان سے کتنی دور ہے؟ — حباب — قریب سوا میل یا دوں کوس کے \*

( ۳ ) متہرا جاتے ہوئے سوہن تمہیں کہاں ملا تھا؟ — وہ قریب نصف راہ پر مجھے ملا تھا — متہرا جاتے ہوئے تم نے روہن کو کہاں بکڑ لیا تھا؟ — قریب دو نلک فاصلہ پر میں نے اوسے جا پکڑا — روہن مدرسے سے اب تک گھر کیوں نہیں آیا؟ — اس واسطے کہ وہ شکر کے ساتھ گھر گیا ہے — دُرگا موہن کے ساتھ گھر کیوں نہیں آیا؟ — مجھے نہیں معلوم — شاید موہن نے اوسکا انتظار نہیں کیا — اوسے بڑی خلدی پڑی ہوئی تھی — میری وہ کاپی کہاں ہے جس میں some اور any کے استعمال کی کیفیت لکھی ہے؟ — میں نہیں جانتا — غالباً سوہن اوسے اپنے گھر لیگیا — موہن تمہارا چچا راد بھائی مہاری گوندہ سے لکھنؤ میں کب آئے؟ — حباب — قریب چھ مہینے کا عرصہ ہوا کہ وہ گوندہ سے لکھنؤ چلا آنا — اوسوقت سے ہم اس سے کسی نے اوسے نہیں دیکھا — کیوں موہن اس عرصہ میں تم نے کچھ خبر نہائی کی سہی ہے؟ — نہیں حباب — جس سے وہ یہاں سے گیا ہے اوسے کڑی حط مجھے نہیں لگا — کیوں مہاری — روہن کے بھائی کی شادی میں کتنے لوگ تھے؟ — حباب — قریب دیرہ سو آدمی کے تھے — روہن کے باپ نے اس شادی میں کیا خرچ کیا؟ — بہت روپیہ صرف کیا — اپنی لیل آمدنی کے موافق اوسے بہت خرچ کیا — ہر روز شام کو گھر میں تم کس وقت مطالعہ کرتے بیٹھتے ہو؟ — ہم ساڑھے چھ بجے شام کو گھر میں مطالعہ کرنے بیٹھتے ہیں — اس لکڑی کے کُڑھے کا کیا درں ہے؟ — قریب مں گھر کے \*

( ۴ ) اس کمرہ میں کتنی گھنٹاؤں ہے ؟ — یہہ پچاسی دت لہما اور قیس دت چوڑا اور اٹھائیس دت اونچا ہے — کیوں مہا — تمہے میری کتابوں کا ستہ کہاں دانا ؟ — مہے دتتری کے کمرہ میں ردیوں کے نیچے پایا — کیوں شکر کل تم اپنی کتابیں گھر کیوں نہیں لیگئے ؟ — اسواسطے کہ سوسھ نے اوبھیں نہیں مدرسہ کے — قریب چھپا دیا تھا — چند روز سے وہ کہاں رہتا ہے ؟ — کچھری کے قریب مہرے چچا کے گھر میں وہ مہرے ساتھ رہتا ہے — وہ کاعد کا تھتہ مہرے نے کیوں بہار ڈالا ؟ — اسواسطے کہ اوسکے ترحمہ میں عطپیاں بہت تھیں — اس مکانات کا مالک محمد صادق کہاں رہتا ہے ؟ — مہجے نہیں معلوم — غالباً وہ اس گرد نواح میں رہتا ہے — شاید روھں محمد صادق کا مکان جانتا ہے — ماہ گذشتہ میں یہہ لڑکا مدرسہ سے کے مرتبہ عہر حاصر ہوا ؟ — میں تھیک تھیک نہیں جانتا — شاید وہ سات مرتبہ عہر حاصر ہوا — غالباً مدرس اس کا حال تھیک تھیک جانتا ہے — اوس گلی میں یہہ کیا عل ہر رہا ہے ؟ — گلی میں تو کچھہ عل مہجے نہیں سنائی دنتا — اس قریب کے کمرے میں عل ہو رہا ہے — غالباً کچھہ لڑکے وہاں کھیل رہے ہں — ان میں کتے لڑکوں ے some اور any کے استعمال کے بارے میں جو عدارت دی گئی ہے اوس کے ترحمہ میں عطپی کی ہے ؟ — اس عدارت کے ترحمہ میں جو some اور any کے استعمال کے بارے میں ہے تہہ بہت کم عطپی کی ہے \*

( ۵ ) تمہے دتتری سے بہت سی روشنائی کیوں نہ لی ؟ — اس واسطے کہ اوسکے پاس صرف تھڑی سی تھی — تم میں سے کس کے پاس بہت مہں کاعد حط کا ہے ؟ — اس لڑکے کے پاس کچھہ تھڑا سا ہے — کیوں رتن — تم سوسھ کو تھڑی سی مٹھائی کیوں نہیں دیتے ؟ — حباب اوسکے پاس تو حوڈ بہت سیج موجود ہے — شکر تم اپنے چھوٹے مٹھائی کو کیوں مار رہے ہو ؟ — حباب — اسوجھہ سے کہ اوسے میری میر ہر دتا نقصان کیا ہے — یعنہ بہت سا کاعد میرا حراب کر ڈالا ہے — کیوں روھں — سوسھ کے ہاتھ سے تمکو کتنا صدمہ پہونچا ؟ — حی کچھہ تھڑا سا — بلکہ کچھہ بھی چوت نہیں لگی — کیوں بہاری — یہہ بات تمہے پیستر کے مرتبہ کی تھی ؟ — حباب — بہت دفعہ تو نہیں کی فقط دو ایک دفعہ کی تھی — مہں — اس شکلوں میں سے کتنی تمہے حل کی ہیں ؟ — حباب — فقط دو ایک — البتہ روھں نے بہت سی حل کی ہں — رتن کے نارو میں کنڑا کیوں بدھا ہے اور مہں لنگڑا کیوں ہے ؟ — اسواسطے کہ ایک کا نارو ٹوٹ گیا ہے اور دوسرے کے گتے میں موج آگئی ہے — اس پارسل کا کیا ورں ہے ؟ — حباب — اسکا

درں ٹھیک آٹھ ٹولہ ہے — میرا قلمتراش کہاں ہے ؟ — میں ٹھیک نہیں کہہ  
 سکتا شاید تمہاری میر میں ہے یا میری میر میں — غالباً اتک تو ارسنہ کھانا کھا  
 لیا ہوگا — اعلیٰ ہے کہ تمہارا چچا راد بھائی گھر گیا ہے — وہ یہاں تری دیر  
 تک تمہارا منتظر رہا — رے لوگ کہاں جاتے ہیں ؟ — اعلیٰ ہے کہ کچھری جاتے  
 ہیں — موہن اپنی دوکان میں یقیناً باتیں کر رہا تھا — ہم سب نے اوسکی  
 باتیں سنیں — تمام عملی شکلوں میں سے یہہ شکل قطعاً نہایت مشکل ہے — تمام  
 مدرسہ میں یہہ لڑکا بیشک سب سے اچھا طالب عام ہے ۶



## CHAPTER XXI.

The Comparative and the Superlative Degrees of Adjectives

The Comparison of Adjectives    The use of *than* to compare

RULE LXXXVIII — Comparison between one individual thing and another, or between one class or group of things (considered as an individual thing) and another, is indicated by using the Comparative Degree of an Adjective, followed by *than* —

Ex — *He is older than I am* \*

*He is older than any of us*

*Mine are more difficult exercises than yours*

*My horses are superior to yours* †

It is common, but ungrammatical, to use the Objective Case after *than* in a sentence having a Neuter or an Intransitive Verb. The rule is as follows —

(a) Put a Nominative Case after *than* preceded by a Neuter Intransitive Verb —

Ex — *He is taller than I am*

*She is younger than you (are)*

*They write better than we do* ‡

*You are taller than Durga (is)*

If the Verb be Neuter, the Nominative may stand without its Verb, if it is the Pronoun *you*§ or a Noun after *than*

\* Sentences of this form are *compound* but appear *simple* when the second Verb is omitted

† *Superior, inferior, prior* and *anterior* Latin forms of *better, worse* and *earlier* require *to* instead of *than*

‡ Observe the use of the emphatic form of the Verb here

§ Observe that the pronoun which enjoys this privilege is that, the nominative and the Objective Cases of which are of *the same form*

If the Verb be Active, the Auxiliary of the Emphatic Form may be used, or understood

(b) Put either a Nominative or an Objective Case after *than* preceded by a Transitive Verb, according to the sense to be conveyed\* —

Ex — You like *him* better than *me* (i e, you like *him* better than you like *me*)

You like *him* better than *I* do, (i e, you like *him* better than *I* like *him*)

Rule (b) may be stated more simply thus —

If the comparison be between two Nominatives put a Nominative Case after *than*

If the comparison be between two Objectives, put an objective Case after *than*

Comparison between an individual thing or things, and a group or class including that thing or things, is indicated by using the Superlative Degree of an Adjective preceded by *the* and followed by a sentence or prepositional phrase representing that group or class —

Ex — *He* is the oldest of all of *us* (or, of *us* all)

*We three* are the oldest pupils of the school

*London* is the largest city in the world

*He* is the cleverest of the boys *I* know.

If the group or class consist of two only, the Comparative Degree is used, preceded by *the*, "than" being omitted —

Ex — *He* is the older of the two

*Which* is more valuable of these two books?

If the sentence of the phrase representing the group or class contain a possessive pronoun, or a Verb indicating possession, the sentence or the phrase may be omitted, and the possessive Pronoun substituted for *the* —

Ex — *This* is the newest of *my* books, or,

*This* is *my* newest book

*He* is the best friend *you* have, or,

*He* is *your* best friend

---

\* This rule properly belongs to the next Chapter, but it is placed here owing to its symmetrical relation to Rule (a) preceding it.

The addition of *all* to the first, and *very* to the second, of these forms, renders the sentence more emphatic —

Ex — This is the newest of *all* my books, or,  
 This is my *very* newest book  
 He is the best of *all* your friends, or,\*  
 He is your *very* best friend

RULE LXXXIX — Put the following Adverbs of Degree, before the Comparative Degree of an Adjective with *than*, to express an increase or a diminution of *the difference*† expressed by the Comparative Degree —

*Much*‡, *a great deal*, *a little*, *by far*, *rather*, *slightly*, and *somewhat*

Put *by far*§ either before or after for the same purpose —

Ex — Camels are *much* taller *than* horses  
 Crows fly *a great deal* slower *than* pigeons  
 He looks *a little* older *than* his cousin  
 This book is *far* more valuable *than* that  
 It is *rather* or *slightly*, (*somewhat* cooler *to day than it was yesterday*)  
 This boy is *by far* a better writer *than* his brother  
 This boy is a better writer *by far* *than* his brother

RULE XC — Put *as* before, and *as* after Positive Degree of an Adjective, to express *equality*|| as the result of *comparison*. —

Ex — My penknife is *as sharp as* a razor

\* The following sentences are arranged in increasing order of the emphasis upon the Adjective —

Ex — The *best* horse won  
 The *best of the* horses won  
 The *best of all the* horses won.

† The use of the Comparative Degree is to express *difference*

‡ *Much*, *far*, and *by far* cannot be used with the Positive Degree of an Adjective

§ *By far* is also thus used with the Superlative Degree.

|| See foot note† to preceding rule

Put *no* before the Comparative with *than* after for the same purposes —

Ex.—He is *no older than* I am \*

RULE XCI.—Put *so* in place of the first *as* when using a Negative in a sentence like the first example of the foregoing rule —

Ex.—My knife is *not so sharp as* yours

Mine is *not so sharp as* † knife as yours

Ex.—My knife is *not such* ‡ a sharp one *as* yours

Mine is *not such* a sharp knife *as* yours

### EXERCISE XXI.

A.—Translate into Urdu —

Durga is a *better* scholar *by far than* Rohan, his elder brother § Have you not been writing with *less* care to-day *than* usual, Mohan ? The house, the property of Durga Das the banker, stands on *higher* ground *than* any other house in the neighbourhood We have never met with *such difficult* sentences as those till now Is not this woollen cloth *inferior* in quality *to* that ? There has been *no less* || rain this year *than* last. There are *no more* || *than* eleven boys in this class He has made *no fewer* || *than* seven mistakes in the first five lines of his Translation Exercise

I have met him on the road to the Post Office *as many as* seven times in the last few days He and his two brothers spent *no less than* two rupees on sweetmeats yesterday. Ratan's broken arm, and Mohan's sprained ankle, are very much *better* to-day *than* they were yesterday The diamond

\* "He is *not older than* I am," means that *he* is either *younger*, or *as old as* I am By substituting *no* for *not*, we (idiomatically) cancel the first of these two meanings The above sentence therefore means "He is *as old as* I am" These two different forms of the sentences would be used under different circumstances, and are not interchangeable

† Observe the position of the Indefinite article

‡ *Such* cannot be used with an Adverb qualifying a Verb

§ Observe the difference between this and, "his elder brother Rohan"

The second expression is incorrect The use of a term in apposition is to explain Here, "Rohan" requires explanation, while "his elder brother" does not.

|| "Few" refers to *number*, "less" refers to *quantity* or *degree*.

is a far more precious stone than the emerald Is not his necessity greater than yours? Did you solve a greater number of problems than they did? No, Sir, they solved a far greater number than we did Is not this problem much more difficult than that? Yes, Sir, it is much more difficult How do your pupils conduct themselves now? Their conduct is now far more satisfactory than before It is better by far than formerly Does not this rope seem stronger than the other? Both Munna and all of\* his companions were making more noise than ever† at their play Some fruits are less pleasant to the taste than to the eye Some fruits are more pleasant to the eye than to the taste How many more pupils are there in your School than in ours? There are sixteen more pupils in our School than in yours Sohan pays more minute attention to the Rules of Syntax now‡ than he formerly did How much heavier, Rohan, is this bullock-load than that? Snow remains on the ground, in the coldest climates, for many months in the year I am rather anxious about the result of the recent examination (a) My cousin is as old as I am § (b) My cousin is no older than I am § My cousin is no younger than I am Why have these people been waiting so long?|| These people have waited for a longer time for their pay than the others How much older than Mohan, is Roban? He is three years older. He is older by three years

\* "All of," the emphatic form of "all," requires "both" to accompany the "and"

† "Ever" here means "at any previous time"

‡ Observe that the Adverb "now" is placed as near as possible to the Adverb "formerly," with which it is contrasted

§ To Explain the circumstances under which these two forms should be respectively used, it is only necessary to place the two following sentences after the two given above (a) "Why then should I take care of?" (b) "Why then should he take care of me?"

|| Sentences such as this, where no "as" follows the "so" are contracted compound sentences The full form of the above sentences is as follows — Why have these people been waiting (as long as they have been waiting) for their wages? The full form is never used in composition

In such sentences the comparison is between the statement and itself Its form is only used in sentences asking for a reason, or giving a reason

Why is he so *weak* ?\* Because he has been very ill for a long time Why are you lying down? Because I am so *tired*. Why did you punish him so *severely*? Because he was so *disobedient* To-day's examination has been slightly *easier* than yesterday's What work is the gardener doing just now? He is at the present moment pruning one of the *pnest* of the fruit trees in the orchard Is your house, Ratan, much *farther* from the school than Shankar's? Yes, Sir, my house is twice *as far* from the School as Shankar's Were there no peaches *riper* than those on that tree? Yes, there were plenty, || *far ripe*.|| He selected the *longest* and *sharpest*¶ knife in the cutler's shop What knives have you selected? I have selected these two *the longest*\*\* and *sharpest* knives in another cutler's shop Is there any room on those seats for any boys?†† Yes, there is plenty of room for half a dozen *more* ‡‡ There was a great deal *more* room for our book in that top-board *than* in this. We have met with sentences *as difficult* as these, only in the books of the students of the first class. His attainments are far *superior* to the attainments of a mere school boy London is the *richest*¶ and *most important* city in the world. Mohan is taking *more* pains with his lessons *than* Rohan is How much *farther* from the river side is Rohan's house *than* yours, Munna? It is three times *as far* from the river side *as* mine is, Sir

\* i e, "Why is he *as weak* as he is?"

† i e, "Because I am *as tired* as I am tired?"

‡ i e, "Why did you punish him *as severely* as you did?"

§ "Because he was *disobedient as he was*"

|| Observe the ellipsis

¶ Two Adjectives of the Comparative or the Superlative Degree, qualifying the same word, require "and" between them Compare this sentence with the first in Exercise VII

\*\* See Rule XX — "Knife" is understood here.

†† Supply the ellipsis "*than* are setting these."

‡‡ Supply the ellipsis "*than* are sitting here," (or *there*.)

*The youngest* of these three men rowed us from the shore to the ship. You have made *such*\* mistakes *as* these before. You have made *the same*† mistakes *as* these before. The knife of mine is *as long*‡ and *as sharp* as a sword (12). My knife is not *so long*‡ and *so sharp* as yours (13). He had a knife, *as long and as sharp as a sword*§ in his right hand. Did your brother ever meet with *so serious* an accident *as* this before? No, Sir, he never did. Did *such a serious* accident *as* this never happen to your brother before? No, Sir, he never met with *so serious* an accident *as* this before. There have been much *fewer* grapes on that vine this year *than* last. Which of you, Durga, and Behari, is *the taller*? Behari is, Sir. Some of them were talking about the most recent news from the seat of War. Is not that horse a very valuable one? Yes, the price of that horse || is *no less than* ¶ seven hundred rupees. How much *taller than* you, Durga, is Behari? He is an inch and a half *taller than* I am, Sir. This is *the most valuable* of all my books. It is *more useful* to me *than* any of my *newer* ones. There are rocks *as large as* houses on the banks of that river. There were no sentences *so difficult as* these in your Translation Exercise. There was *not a single* sentence *so difficult as* these in your Translation Exercise.

\* When two Comparatives or two Superlatives of different forms are used together, it is necessary to put the simpler form first. Otherwise the "more" "most," &c., will refer to *both* Adjectives, and the second will thus be a double Comparative or Superlative.

† "The same—as" included among the expression indicating *Comparison*. "Such—as" indicates that two Nouns are *similar*.—"the same—as" indicates that two Nouns are *identical*.

‡ Supply the ellipsis, "as a sword is."

§ Supply the ellipsis, "as yours is."

|| Observe that a Comparative phrase, when used as an Adjective, comes *after* its Noun.

¶ Addendum to Rule XXV—Put an *animate* possessor into the Norman form, when the thing possessed is an *Abstract Noun*.—

Ex.—He patted his *horse's neck*.

He told me *the cost of his horse*.

This boy looks *more like* his elder *than* his younger brother \*  
 This boy looks *more like* his elder brother *than* his younger brother does † How much more money did Behari's uncle give him *than* he gave you Durga? He gave Behari eight annas *more than* he gave me, Sir My brother is *the soundest* sleeper of us all *The youngest* of these two boys is *the youngest* of us all. *The youngest* of these two boys is *the smallest* boy in the school A boy of ‡ this school has just broken one of the Post Office windows with a stone I am *no more wrong than* you are Have you ever seen any peaches as large as these before? No, I have *never* before seen any peaches nearly so large as these I have *never* before seen *such large* peaches as these. Is this boy *much older than* his brother? No, Sir, he is *only a little older*. I have locked up *the newest* of my books in that cupboard My brother was *the§ most successful by far* at the recent examination of candidates for employment in the Medical Department Why did you not accept my invitation to my brother's wedding? Because of a prior|| engagement My brother lived at Muttra *prior to*|| his marriage How is your sick brother to-day Mohan? He is *much worse* \*\* He is becoming *weaker and weaker*†† from day to day How did you become aware of your brother's illness, Mohan? His appetite grew *less and less* every day, and his sleep at

\* i.e., "He looks *more like* his elder brother, *than* he looks like his younger brother" (b) (See Rule LXXXVII)

† i.e., "He looks *more like* his elder brother, *than* he looks like his younger brother looks like his elder brother" (b) (See Rule LXXXVIII) The forms of sentences given in these two Notes are not used in Composition

‡ Observe the respective uses of "in" and "of" in sentences such as these "In" is used when the Noun is preceded by an Adjective of Quality

§ "The" is used here, because of the Noun, "competitor" understood after "successful"

|| Adjective, i.e., previous (*undeclinable*)

¶ Adverb, i.e., "at an earlier date *than*."

\*\* Supply the ellipsis—'than he was before'

†† The Comparative Degree of an Adjective or an Adverb is repeated thus to indicate the *continuous repetition* of the change of condition expressed by the Comparative Degree It is usually accompanied by an Adverb or an Adverbial Phrase indicating *continuous time*.



night more and more restless. I told him nothing more than this. I told him this and nothing more. Have you many books? No I have no more than four. Have you many books? Yes, I have as many as four. Mohan, you, coward, how many times did you strike this little boy, Ratan? I struck him no more than three times, Sir. Ratan, how many times did that big cowardly boy strike you? He struck me no fewer than three times, Sir. Mohan, what did you strike Ratan with? With a stick no thicker than one of my fingers, Sir. Ratan, what did Mohan strike you with? With a stick as thick as one of his fingers, Sir

### B — Translate into English —

( ۱ ) نہ نسبت اور شخصوں کے اِن اوگروں نے تمہارے واسطے زیادہ تر محنت کی ہے — بہت لوگ اتنے گھنٹوں سے چٹھی کے کیوں منتظر ہیں؟ — اس واسطے کہ اونکے کام کی رپورٹ آئے کا میں بڑی دیر سے منتظر ہوں — تمہارا بھائی اسقدر لمبا ہے — حسد کہ میں ہوں — تمہارا بھائی مٹھسے لمبا نہیں ہے — تمہارا بھائی مٹھسے مضبوط نہیں ہے — حت سے یہہ حد تک اوس پر گذرا ہے وہ زیادہ تر حیددار اور ہوشیار ہو گیا ہے — سب سے زیادہ متعول آدمی ہمیشہ سب سے زیادہ سستی نہیں ہوتے — جس کمرہ کا طول ۱۳ فٹ اور ۶ ص ۱۴ فٹ ہے اوسکی زمین دوسرے کمرے کی زمین سے کتنی چھوٹی ہے جسکا طول ۱۸ فٹ اور عرض ۱۰ فٹ ہے — چوبیس فٹ مربع چھوٹی ہے — اب موهن پڑھ لکھنے میں کمتر اوقات صرف کرتا ہے نہ نسبت اس کے کہ قبل بیماری کے کرتا تھا — تھوڑا عرصہ ہوا کہ میں چھا کو دیکھ گیا تھا تب سے میں نے اونہیں نہیں دیکھا — سال گذشتہ کی نہ نسبت اس سال سات آدمی ہمارے گاؤں میں زیادہ مرے — یہہ چیزیں نہ نسبت استعمال کے آرایش کے واسطے زیادہ مناسب ہیں — مہا اور شکر درختوں کا چال چان روز در در حواب ہوتا حاقا ہے — یہہ لڑکا اپنے بھائی سے زیادہ تندرست نہیں معلوم ہوتا ہے؟ — اب تو وہ صادق کی نہ نسبت بہت اچھا ہے — اب وہ آگے سے بہت زیادہ تندرست ہے \*

( ۲ ) کیا یہہ اشکال عملی اردوں کی نہ نسبت بہت آسان نہیں ہیں؟ — جی ہاں — اردوں کی نہ نسبت بہت سہل ہیں — کیا تم میرے مکاں سے بڑے مکان میں نہیں رہتے ہو؟ — ہاں میں تمہارے مکاں سے بڑے مکان میں رہتا۔

ہوں — تمہارے بیٹے کی مد چلنی کے آثار مد نہ نسبت سائق کے اب بہت ظاہر  
 ہیں — دل اوسے اور اوسکے دونوں بھائیوں نے کم سے کم گیارہ روپے آتش باری  
 میں خرچ کیئے اور قریب اسقدر روپے کے مٹھائی خریدی — ان ہفتوں میں اسپر  
 تیں حادثوں سے کم نہیں گذرے — اس کمرے کے کنارے پر لڑکے بالکل بیکار بیٹھے  
 ہیں — میں ایسی ہی عطلیان تیں مرقبہ تیں دس میں صحیح گر چکا ہوں —  
 میں نے ضرورت سے زیادہ اوس سے نہیں کہا — اُس امیدوار کی لیاقت علمی تمہاری  
 لیاقت سے کہیں زیادہ ہے — اس کا مال اور دوکانداروں کے مال سے کم عمدہ ہے —  
 اب تک میں ایسا مشکل حملہ نہیں بڑھا جیسا یہ ہے — میری پرانی کتابوں میں  
 سے کبھی کتاب میں ایسے مشکل حملے نہیں ہیں جیسے یہ ہیں \*

( ۳ ) اس نواح میں کوئی مکان اسقدر لمبی پر نہیں واقع ہے جیسا دُرگا  
 داس مہاکن کا مکان ہے — دُرگا کا دڑا بھائی روہن استعداد اور لیاقت میں اوس سے  
 کہیں کم ہے — ان دونوں میں روہن ان دو صفتوں میں کہیں زیادہ ہے — اس  
 قریب کے کمرے میں اسقدر عل کیوں ہے؟ — اسواسطے کہ یہاں ایک ہی زمانے میں  
 تین تین دعوں کے لڑکے پڑھ رہے ہیں — وہ اسقدر بیتاب کیوں ہے؟ — اسواسطے کہ  
 وہ اتنے عرصہ سے یہاں منتظر کھڑا ہے — تمہے اوسے زیادہ سرا کیوں نہ دی؟ —  
 اسواسطے کہ وہ بہت کم سن اور کمزور ہے اور اپنے قصور پر نادم ہے — کل کا امتحان  
 آج کے امتحان سے دیر زیادہ مشکل تھا — اسوقت ناعمان کیا کام کر رہے ہیں؟ —  
 اسوقت وہ سڑک کے قریب کے درختوں سے بہت پختہ آم توڑ رہے ہیں — کیوقت رن  
 کیا تمہارا مکان اس گلی کے اس کنارے سے نہ نسبت اوس کنارے کے زیادہ دور ہے؟  
 — نہیں — اس کنارے سے بھی اتنا ہی دور ہے جتنا اوس کنارے سے ہے — وہ  
 گلی کے بیچوں بیچ میں واقع ہے — کیا اوسکی دوکان میں اس سے اچھا کپڑا نہ  
 تھا؟ — ہاں اوسکی دوکان میں بہت سا کپڑا اوس سے عمدہ تھا — اس سے زیادہ  
 لیما اور تیز چاقو مجھے چاہیئے — ان تینوں پتھروں میں سے پہلے پتھر کا درں دوسرے  
 کا نصف ہے اور تیسرے پتھر کا درں دوسرے کا ٹکٹا ہے — تیسرے پتھر کا درں پہلے سے  
 کتنا زیادہ ہے؟ — یہ اسکا چھہ گٹا ہے \*

( ۴ ) کیا وہ اتنا مرٹا اور اتنا قوی نہیں ہے جتنا کہ اور کوئی لڑکا اسکی  
 دھک کا ہے؟ — وہ سارے مدرسے کے لڑکوں سے زیادہ مرٹا اور طاقتور ہے — ان  
 بچوں پر زیادہ لڑکوں کے بیٹھے کی حکمت نہیں ہے — ان بچوں پر چھ لڑکوں سے  
 زیادہ کی گنجائش نہیں ہے — پیشتر ایسی کوئی عطلی میں نے نہیں کی جیسی

یہ ہے۔ یہ غلطی تو میں نے پستہ کھی نہیں کی تھی۔ یہ ٹانگن سب ٹانگوں سے جو ضرورت اور قیمتی ہے۔ ان دونوں سطروں کے درمیان حتمی جگہ ضرور ہے اس سے بہت زیادہ تم نے چھوڑی ہے۔ ان دو سطروں میں بہت بڑا فاصلہ ہے۔ ہمارے مدرسے کے نقطہ اعلیٰ درجوں کے لڑکوں کی کتابوں میں ایسے مشکل کلمے ہیں جیسے یہ ہیں۔ دُرگا اور موہن نے بھی وہی کلمے ترجمہ کیئے ہیں جو ہم نے کیئے ہیں۔ اب اِمالا میں اوس سے کم غلطیاں نہیں کرتے ہو حتمی کہ سال گذشتہ میں کرتے تھے۔ تمہارا مکان میرے گھر کی نہ نسبت اوس کے مکان سے قریب ہے؟۔ میرا مکان تمہارے گھر سے زیادہ اوس کے مکان کے قریب نہیں ہے۔ یہ سیزھی بھی اتنی ہی لمبی اور مضبوط اور بھاری ہے حتمی کہ دوسری سیزھی ہے۔ یہ کاعد تمہارا ایسا موتا اور دیر ہے جیسے رصلی۔ رصلی ایسی نہیں اور ہلکی نہیں ہوتی جیسے معمولی کاعد ہوتا ہے۔ کیا یہ کاعد ایسا موتا اور دیر نہیں ہے جیسے رصلی ہوتی ہے؟ \*

( ۵ ) ہمارے قرب و خوار میں بہت سے باغات اس باغ کے برابر اور اوس سے زیادہ جو ضرورت ہیں۔ تمہ سے سابق میں بھی کبھی ایسا دلچسپ لکچر سنا ہے جیسا یہ ہے؟۔ نہیں آگے تو میں نے کبھی ایسا دلچسپ لکچر نہیں سنا۔ انگریزوں کے درخت میں نہ نسبت سال گذشتہ کے اس سال بہت زیادہ انگور لگے تھے۔ دُرگا اور بھاری تم میں سے کون زیادہ لکھا ہے؟۔ حساب۔ ہم میں سے کون زیادہ لکھا نہیں ہے۔ ہم دونوں کا قد برابر ہے۔ وہ ایک بہت اہم مقدمہ کی گفتگو سمجھ کر رہا تھا۔ میری سب کتابوں میں یہ کتاب بہت لمبی ہے اور اوس کی قیمت بھی میرے سب کتابوں سے زیادہ دی ہے۔ ہر ایک نئی کتاب میں اس کتاب سے سستی لی۔ تمہارے باغ میں کچھ پھول ایسے جو ضرورت بھی ہیں جیسے یہ پھول ہیں۔ یہ حائروں گالے کی نہ نسبت ہوں سے زیادہ مشابہ ہے۔ یہ حائروں جیسا ہوں سے مشابہ ہے ویسا گالے سے نہیں ہے۔ کیوں شکر تم نے بھاری سے کتاب زیادہ کام کیا؟۔ حساب میں اس کا دگنا کام کیا۔ کیوں مرہن تمہارے چچا نے تمہیں کیا دیا ہے؟۔ اوس نے مجھے نصیحت کی ہے اور تو کچھ نہیں دیا۔ کیا تمہارے پاس روپیہ بہت ہے؟۔ نہیں۔ میرے پاس پانچ روپیہ سے زیادہ نہیں ہے۔ \*

( ۶ ) ہم سب میں میرا بھائی بہت ہی علم ہے۔ جو لڑکا ان دونوں میں بڑا ہے وہ ہم پانچوں میں سب سے چھوٹا ہے۔ تمہاری دقت کا ایک لڑکا میری

دعہ کے سب سے چھوٹے لڑکے کو مار رہا ہے۔ میں تم سے زیادہ اس گدہ کا مرثک نہیں ہوں۔ کبھی پہلے بھی تم سے ایسے اونچے پہاڑ دیکھے ہیں حیرت یہہ ہیں؟ — نہیں — ایسے اونچے پہاڑ میںہ پیشتر کبھی نہیں دیکھے۔ کیا یہہ لڑکا اپنے چھا راہ بھائی سے عمر میں بہت زیادہ ہے؟ — نہیں — یہہ کچھہ بڑا ہے — اس العاری میں میڑی سب سے بڑی کتانوں کے سواے اور کچھہ نہیں ہے — چونکہ میں ایک شخص سے پہلے وعدہ کر چکا تھا اسوجہ سے میں تمہارے بھائی کی شادی کی دعوت قبول نہیں کی — کیا تمہارا بھائی شادی کے پیشتر لکھنؤ میں نہ رہتا تھا؟ — کیوں مومن — تمہارا بھائی حر بیمار تھا آج کیسا ہے؟ — حباب آج وہ بہت اچھا ہے اور روز بروز ترانا ہوتا جاتا ہے اوسکی بھڑک روز بروز گھٹتی جاتی ہے اور رات کو نیند بھی اچھی طرح آتی ہے — اس لڑکے کا دادا ۷۵ برس سے کم نہیں ہے \*

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( 30 )

## CHAPTER XXII.

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The Comparative and the Superlative Degrees of Adverbs  
The Comparison of Adverbs    The use of *than* to contrast

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RULE XCII.—The rules as to the Comparative and the Superlative Degrees of Adverbs are similar to those given for Adjectives (See preceding Chapter)

(a)—In comparing Adverbs, reference is made, sometimes to the *Agents* of the two Verbs, and, sometimes, to the *Objects* —See Rule LXXXIII

Ex —You have written *this page* less neatly than *they* (have)  
          You have written *this page* less neatly than *that*

(b)—When Intransitive Verbs are used, reference is made to their *Agents* only —

Ex —You write less neatly than *they* (do)

RULE XCIII —Put the following Adverbs of *Degree* before the Comparative Degree, with *than*, of Adverb of *Manner*, to express an increase or a diminution of the difference expressed by the Comparative Degree

*Much, a great deal, a little, far, rather, slightly and somewhat* —

Ex —You have written *this page much less neatly than* that  
          Pigeons fly *a great deal faster than* crows  
          They arrived *a little later than* we did  
          This boy reads *far more fluently than* the other  
          Sohan speaks English *rather* (or *slightly*, or *somewhat*)  
          *worse than* Rohan does

RULE XCIV —(a)—Put *as* before and *as* after, the Positive Degree of an Adverb to express *equality* as the result of comparison —

Ex —You have written *this page as neatly as* that

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\* Observe, that when the tense of the first Verb is in the *Simple* form the second Verb is to be in the *Emphatic* form

(b)—Put *no* before the Comparative with *than* after, for the same purpose :—

Ex.—You have written this page *no less neatly than* that  
You have written this page *no more neatly than* that

RULE XCV —Put *so* in place of the first *as*, in negating sentences like the foregoing\* —

Ex.—You have *not* written this page *so* neatly *as* that

RULE XCVI —Prepositions used as Adverbs form their Comparative Degree with the aid of the Comparative Degree of an Adjective of kindred meaning, instead of with *more* or *less* —

Ex.—We went *farther* up the river *than* they did  
These houses stand *closer* together *than* those  
Those desks are *wider* apart *than* these  
He went *farther* into the cave *than* I did  
This man went *lower* down the well *than* the other did.  
He climbed *higher* up the hill yesterday *than* he did  
the day before

RULE XCVII —(a) *Than*† is used with “rather,” to contrast a *Noun*, an *Adjective*, an *Adverb*, a *Verb* or a *Preposition*, with the *antonym* of it‡ —

Ex —Rohan likes *play*, rather than *work*.  
He is *lazy*, rather than *stupid* §  
I wrote this *leisurely*, rather than *hurriedly* ||

\* This rule does not apply to sentences of the form of the example to Rule XLII

† The ordinary use of “*than*” is to *compare*, not two different Parts of Speech, but two different degrees of the *same* Adjective or Adverb

‡ The *antonym* of a word is another word having an opposite signification to that word, (See Note to heading of Chapter VIII)

If *antonym* is capable of being formed with “*not*” as *tired*, not *tired*, &c., the “*not*” may be used *alone* in contrast —

EX —“I am *tired* rather than *not*”

This latter mode of expressing contrast is only used when the degree of difference is but slight The preceding example is equivalent to, “I am *only* tired”

§ *Lazy* and *stupid* are not antonyms They can be *contrasted*, however, because the qualities they express produce a similar effect (i.e., backwardness in a pupil)

|| *Otherwise* may be used in place of the second antonym (of an *Adverb*)

(a) He *seeks*, rather than *shuns*,\* danger

(b) He *has sought*, rather than (he has) *shunned*,\* danger,

(c) They *burnt* their city, rather than *afforded* shelter to the enemy

My height is *over* rather than *under* five feet

Observe in the above examples, that, *because the second term of the sentence is negatived by "rather than," one of the Nouns only is actually the Object of the Verb, one Adjective only is the attribute of the Noun, one manner only is attributed to the Verb one action only is indicated by the Verb, and one relation only between the two Nouns is expressed (by a preposition)*

(b)--"Rather" is placed, as in the following examples, *before* instead of *between* the two contrasted words, when the two Adjectives, Adverbs, &c, not being antonyms, yet have force *together* in the sentence, as stated in the preceding remark† —

Ex —He is *rather lazy* than stupid (i e, He is both lazy and stupid, but *on the whole*, laziness predominates)

I wrote this *rather hurriedly* than *leisurely*, (i e,) I wrote some parts of this hurriedly, and other parts leisurely ,

\* In sentences of form (a), in which the two Verbs are absolute antonyms whether in or out of the sentence, *only contrast* is indicated by "rather" than

The two Verbs agree in Tense and in Mood, and the Nominative and the Auxiliary of the second Verb are omitted

In sentences of form (b), in which the two Verbs are not absolute antonyms, but are only antonyms as regards their sense in the sentences, "rather than" not only indicates *contrast*, but also a *selected alternative*, selected by *preference*. The two Verbs agree in Tense but differ in Mood, and Nominative and the Auxiliary of the second Verb are omitted. Either clause of the sentence may stand first —

"Ex — *Rather than*" afford shelter to the enemy, they burnt their city"

Sentences of form (b) will be treated of further on, with the Subjunctive Mood

† "Rather" does not change its place when concerned with a *Noun* or a *Verb*, or a *Preposition*

"More" may be substituted for "rather" when thus changed in place with Adjectives and Adverbs

"Rather" will frequently be found in literature separated from "than" and placed nearer to the beginning of sentences than prescribed by these rules, more particularly when the Verb concerned is in a *Compound* form. Departure from the Simple Rules given in this book is however, a *matter of style* and *effect*, and cannot be safely practised by beginners.

but, *on the whole*, it is written more hurriedly than leisurely.

In sentences of the form of the above, "on the whole" may be put in the usual place of the Adverb of Manner

(c)—The necessity for expressing *contrast* by using "rather than" is usually brought about by the character of the context, as in the following examples —

Ex.—Does Mohan *assist* you ? No, he *hinders, rather than assists* me

How does Mohan *assist* you ? Not much, and not well  
He *hinders rather than, assists* me \*

(d)—"Instead of" is used for "rather than," when the idea of *substitution*, as well as of *contrast*, is intended to be conveyed —

Ex —*Work*, instead of *play*, now occupies most of Rohan's time.  
He is now *diligent*, instead of *lazy*  
I wrote the letter *leisurely* instead of *hurriedly*  
Since his recent defeat,† he *shuns*, instead of *seeking* the enemy

You have entered Mohan's height *wrong* in the list He is *over*, instead of *under*, five feet

RULE XXVIII.—"Thru" § is used with "else," to contrast a Noun with the Compounds of *no*, *some* and *any* —

\* It may be considered possible both *hindering* and *assisting* can be carried on at the same time, the above sentences would stand thus —

Ex —He *rather hinders than assists* me.

† Observe, that the Adverbial Phrase with "since" is here placed *before*, instead of *after*, the Verb it qualifies (See Rule XXXVI) Transposition of Phrases and Clauses is a matter of *style* and *effect* The effect here of the transposition is, to make more prominent the Adverbial Phrases of Time

‡ "Instead of" being a Preposition, the Verb following it must be put into the form of a *Noun* or, of a Participle

§ "Else," when used with the Compounds of *no*, *some*, and *any* which represents a *person* takes other form of the Possessive Case. The other Compounds take the Norman form only —

Ex —This is Durga's pony, and *nobody else's*

These are the ruins of a temple and of *nothing else*

In the preceding examples, the clause with "and" is added to emphasize the *particular* in the first clause

"But," may be used instead of "else than" with the compounds of *no* and *any*

"But," or "except" must be used instead of "else than" with the compounds of *every* "Else" is used with all those compounds, when the second member of the contrast is omitted (as understood)



n *Durga* saw me do it  
 e than *Durga* in the room  
 y one else than my brother there ?  
 ng else than this

—"Than" \* is used with "other" to  
 oother Noun preceded by *no, some, or*

y than *Durga* saw me do it  
 er boy than *Durga* in the room  
 any other man than my brother there ?  
 other book than this

ie Plural of "other," but "than," or  
 ind of the two contrasted terms, must  
 ors" is used —

other books than these ?  
 other books than these , or,  
 no others

with "than," conveys the idea of

idea of *inclusion* or *addition*, "besides"  
 or "than" —

oy *besides Durga* saw me do it  
 other boys *besides Durga* in the room  
 rs in the room (See x above)  
 e any other man *besides* my brother there ?  
 ne other book *besides* this

tence with  
 ne other book *than* this

" is used with "otherwise," to contrast  
 ) with the *antonym* of it (understood by

n this *otherwise* than *hurriedly*, (i e , I have  
 , *leisurely* )  
 , this by *design*.

---

un of an Abstract character, "other," and "than"

you no excuse, *other than* this ?

## EXERCISE XXII

A.—Translate into Urdu—

Durga translates into English *far more correctly than* Sohan does, I passed my last holidays *otherwise than* happily. There was great sickness in our family during the whole time. This statement is vague *rather than* definite. I do not clearly understand it. Your explanation of this matter, Munna, partially, *rather than* completely satisfies me. I require further\* explanation. He makes this particular error in spelling *very much oftener than* he does that. The boys in this class are sitting *farther apart* to-day *than* they were yesterday. The desks of that class were standing *wider apart* yesterday *than* they are to-day. The teacher has just placed the desks of his class *closer together than* they were before. Why are those boys sitting *so close together*?† Because there is hardly enough room for them all on the seat. Why do those boys sit *so far apart*? Because their seat is *much longer than* the others. Mohan wastes his valuable time. He spends it on trivial occupations, *rather than* on important studies. Is not the time passing *more pleasantly than* it did yesterday? He gave me no *other* ‡ reason *than* this for his absence. He gave me this reason *and no other*,|| for his absence. Is he friendly to you? No, he is *otherwise than*

\* "Farther," refers to *actual space or distance*, and is used with both *Common and Proper Nouns*

"Farther" is used with *Abstract Nouns* only

† Supply the ellipsis —"*as they are*"

‡ See first note on next page

The first of these two forms is used in *contrasting Common Nouns* only, the second, or Grammatical form is used in *contrasting Common Nouns* only, the second grammatical form is used more commonly with *Abstract Nouns*, third form, (noted‡) with 'and' is used to indicate a greater degree of *contrast*,

|| In sentences of this form the Verb and its completion (*he gave me*) is understood after "and"

friendly\* to me You have acted *otherwise than* honourably\* in this matter How far along the road did you go with him? I did not go far. I went with him *no farther than* the third mile stone from here † All islands are unapproachable, either by friends or enemies, *otherwise than* by sea My teacher has been very kind to me He has forgiven me, *instead of* punishing ‡ me My brother reached home much *sooner* § than I did My brother arrived home *much earlier* § than I did How far across the river did they swim? Mohan swam half-way § across, and Soh in swam right || across Did he go far into the cave? No, he went *no farther than* the entrance

\* The use of "otherwise than" renders a sentence less discourteous in expression These sentences *might* run thus — "He is *immical* to me" You have acted *dishonourably* in this matter

† "Here" and "there" are commonly used as Nouns instead of, "this place," and "that place" The *particular* place is understood from the context

‡ "Instead of," being a Preposition, must be followed by a Noun, or a Pronoun Hence, the second of the two Verbs contrasted by "instead of," must be in the form of Participle

§ Like *since* and *ago*—*too* and *very*, "early" and "soon" are, incorrectly used as synonyms by beginners

"Soon" and "early" are *partial* not *complete* synonyms

"Soon" and "tardily" are antonyms, "early," and "late" are also antonyms

"Soon" conveys the idea of—"in a short time", and refers rather to a *period* than to a *point* of time

"Early" conveys the idea of—"before a certain *point* of time more or less definitely fixed," and refers rather to a *point* than to a *period* of time —

EX — He *soon* went away

He went away *early*

"Soon" *precedes* the Verb which it qualifies, "early" *follows* the Verb which it qualifies

"Tardily" and "late" are placed according to the general rule for the placing of Adverbs

The comparative and the Superlative Degrees of all these Adverbs also follow the general rule

Observe that in the Exercise "to reach" indicates a *continuous* action and therefore requires *sooner*, and that "to arrive" indicates an *instantaneous* action and therefore requires *earlier*

|| These are Adverbs modifying Prepositions

My recent speculation has led to loss, *rather than* gain. The teacher went *further* into the matter *than* we did. He soon got to the bottom of it.

An examination into his accounts showed the existence of increase, *rather than* of a decrease, in the annual profits of his business. He took *further* notice of the matter \*

Durga lives *no farther* from the school *than* you do. Why does he not come to school *as early*, as you do? Because he does not start *so early*, and walk *so fast* as I do.

I see guilt, *and not* innocence, in this man's face.

To how many people have you told this? I have told it to *no one else than* to Shankar. I have told it to Shankar *and no one else* † I have told it to Shankar *only*.

Where is Rohan? He has gone home. *Everybody else* has stayed behind. Have *any other* man *than* these been working in your garden to-day? No, *no others* ‡ have been working there to-day. Mohan goes home with Ratan *oftener than* Shankar does. Durga has translated these sentences *far more correctly than* he has † those. My elephant carries his heavy load *much more easily than* your camel does § his. The gardener has been working for himself to-day *more industriously by far than* for his master. The crowd in front of the jail gate became *more and more* ¶ noisy every minute. Behari, *such* mistakes as these occur in your exercise *oftener*

\* Supply the ellipsis — "*that*" the notice he had already taken "

† Observe, that there is an ellipsis (than to Shankar) after "else" when the form of sentences with "and" is used. The contrast is made more emphatic when this form "and" is used.

‡ "Others," i. e., *other* men *than* these. The second form is the more emphatic.

§ "Observe that the principal Verb is omitted. This second form of comparison or of a contrast is commonly elliptical, except when unusual emphasis is required."

¶ The sign of the Comparative Degree, or the Comparative Degree itself is thus doubled to indicate *continuous* increase or decrease of a quality. This doubling is followed by an Adverb of (*continuous*) Time, either expressed or understood.

*and oftener every day. Why are you so careless? Why are you not more careful?*

Why do you use red ink, *instead of* black? Because *no other ink than* red answers my purpose. He never sits *anywhere else than* on this seat. He always sits on this seat, *and nowhere else*. Is there *any one else's* horse *than* mine at the gate? No, there is *no one else's* horse there. I have never met with *such* mistakes *as these anywhere else than* in Sohan's exercise. I always meet with *such* mistakes *as these* in Sohan's exercise, *and no where else*.

Sohan, you look *ill*. What is the matter with you. I am *tired*, rather than *ill*. Sohan, you are *ill*. What is the matter with you? I am *tired*, and not *ill*.

You have made a vague, *instead of* a definite, statement. I see guilt, *rather than* innocence, in this man's face. He has taken away *some body else's* umbrella *instead of* his own.

Rohan's name stands *lower down* in the list *than* Sohan's. How far round the garden did you go? I went *half way round*, Sohan went *a little farther round*, and Mohan went *all the way round*\*. The complexions of the Europeans of the countries on the shores of the Mediterranean Sea are swarthy, *rather than* fair.

Have I done my Grammar Exercise well, Sir? No, Rohan, you have done it far from† well. You have done it *rather carelessly than* not †.

Do you see Ratan's kite? It is mounting *higher and higher* every moment. He gained his end *more* by persuasion *than* by force. The elephant and the camel carry heavy loads *more easily than* any other beasts of burden do. Each member of the School Committee expressed his opinion *more*

\* Or "right round" (For Synonyms, see note on the following page.)

† Far from: *o*, by no means, not at all.

‡ "Not," the Adverb being understood, may stand (like "otherwise" for the antonym of the Adjective already expressed in the sentence (*O f* Rule C and note† to Rule XCVII.)

*decidedly than before* against a Wednesday half holiday Is there *anything else than* books in that cupboard? No, there is *nothing else than* books in it The Daffri has ruled the lines on this page *wider apart than* the lines of the pattern are They are much too wider apart He makes mistakes in spelling *seldomer than* his brother does You make *such* mistakes *as* these *less often than* he does Our gardener has been working this week *less industriously than usual* \* The whole School Committee objects *no less strongly† than* before to a Wednesday half holiday The crowd in front of the jail gate became *noisier and noisier* every minute You have made a *vague instead of* a definite statement There is now an increase instead of a decrease in the annual profits of my business Why do you use red ink *rather than* black? Because red ink *and nothing else*, answers my purpose Mohan spends most of his time in play, *instead of* in study That man speaks very indistinctly. He mumbles, *rather than* speaks How many people have you told this to? I have told it to *no one but* Shankar I have told it to Shankar and to *no one else* Did you see *any one else than* Behari in the garden? No, sir, *no one but* Behari, is there What is there in that cupboard? There are old books in it, *and nothing else* I passed my last holidays unpleasantly, *rather than otherwise* There were *no fewer than* three deaths in our family during that time Is he unfriendly to you? No, he is friendly to me *rather than otherwise* He went five miles out of his way *rather than* meet me. The policeman has run away *instead of* keeping guard § One of those ships has anchored *much closer‡ to* the shore *than* the other has

\* ' Usual ' is used as an idiomatic contraction " he usually does "

† " Now," or " then," is understood here, as a contrast to " before," according as the Tense of the verb is present or past

" Quite as strongly as," is equivalent to, " no less strongly than,"

‡ See Ex (a) and note to Rule XCVII (a)

§ Supply the ellipsis — "*than* on the previous day,"

You do your work *better and better* every day \* I do not see a single error in *to-day's* Translation Exercise I do not see a single error in *your* Translation Exercise of *to-day*

The gardener has placed the rose bushes *closer together* than the myrtles He did this mischief by accident *rather than* design

Sohan, why did you walk home this evening *instead of* riding? Because my horse was *rather troublesome than* not Sohan, why do you ride your mare *rather than* your horse? Because she is *less troublesome than* my horse

There is room on these seats for plenty *more* boys There is plenty of room on these seats for *more* boys There is an unnecessary noise in the next room, *rather than* the ordinary noise of work I now hear only the ordinary noise of work in the next room *instead of* an unnecessary noise

Why are these boys doing nothing? Are they ill? No, Sir, they are *tired*, *rather than* *ill* † They have just come in from rail

My two little brothers, Rohan and Mohan, have jumped backwards and forwards over this hedge Rohan jumped *clean†* over it Mohan jumped *through* the hedge, *instead of* over it

He travelled from Allahabad to Calcutta by rail, *and not§* by boat

He travelled from Allahabad to Calcutta by rail, *rather than§* by boat

He travelled from Allahabad to Calcutta by rail, *instead of§* by boat

\* Observe, that when these *Nouns of Time* are thus used as Adjectives, they must be put into the Norman Possessive Form when preceded by a *distinguishing word*

† Contrast is sometimes made with "rather than" between words which are not antonyms The contrast here is between two conditions, not, themselves, similar, but the visible effect of which (*languor*) are similar

‡ "Clean" i.e., (*quite right completely, clean, entirely*)

§ "And not," with Verbs indicates a Negative without indicating the reason of it "Rather than," indicates a Negative accompanied by the reason of it (*choice of the Agent*) "Instead of," indicates a Negative accompanied by the reason of it—(substitution, from *obligation* or from *choice*)

What boy has done this mischief in my garden ? No boy has done this mischief A monkey, *and not*\* a boy, has done it. A monkey, *rather than*\* a boy, has done it

Did not a wolf carry off this poor woman's only child ? No, a leopard *and not* a wolf, carried it off I saw the leopard do it A leopard *rather than* a wolf carried it off Do you not see the foot-prints of a leopard ?

\* "And not," with Nouns, also indicates a Negative which is a matter of fact

"Rather than," indicates a Negative which is a matter of opinion (of the speaker)

### B—Translate into English —

( ۱ ) تمہارے وہ نسبت ڈرگا مدرے سے زیادہ دور رہتا ہے۔ پھر وہ تیسے دیر کر کے مدرے میں کیوں نہیں پہنچتا ؟ — اس واسطے کہ وہ گھر سے سویرے روانہ ہوتا ہے اور محضے جلد چلتا ہے — اس شخص کے چہرے سے محتے اسکی بیگناہی ثابت ہوتی ہے — تمہارے اپنے تہہ دست و آشاؤں سے یہہ راز کہا ہے ؟ — میںہ فقط دھاری سے کہا ہے — میںہ دھاری کے سوا کسی سے نہیں کہا ہے — روہں کا نٹو کہاں ہے ؟ — اوسنے اپنا نٹو گھر بھج دیا ہے اور سب کے ہوں ہیں — کیا اس ہفتہ میں ان کے سوا اور بھی گاؤں تمہارے کھیت میں چلی ہں ؟ — نہیں اور گاؤں نہیں چریں — وہ نسبت دھاری کے رتب کے ساتھ شکر کم کھیلتا ہے — شکر نہ نسبت دھاری کے بہت کم کھیلتا ہے — ناعوں کے ناع میں بہت گلاب کے درخت اور وہ آم کے درخت اس قدر ہوشیاری سے قلم کیئے حقد کہ اور درخت و دھاریاں قلم کی ہیں — میرے نوکر نہ نسبت ان کے نوکروں کے بہت حوشی کے ساتھ کم کرتے ہیں — کیا آج ناعماں اپنے واسطے وہ نسبت اپنے آقا کے بہت زیادہ محنت نہیں کر رہا ہے ؟ — شفا حابیکہ سامنے بہتہ ہر ساعت زیادہ عوقی گئی — دھاری — ہر ہفتے میں ایسی ایسی عللیاں تمہارے ترجمے میں زیادہ ہی پاتا ہوں — میری اصلاحوں کو تم زیادہ ترجمہ سے دیوں نہیں دیکھتے ؟

( ۲ ) اوس پتلی رسی کے نیلے اس موٹی رسی کو کیوں استعمال کرتے ہو ؟ — اس واسطے کہ موٹی رسی مدرے مطلب کی ہے اور کوٹی رسی میرے مطلب کی نہیں ہے — تمہارے چچا نور محمد کہاں رہتے ہں ؟ — خباب وہ اس گاؤں میں رہتے ہیں — وہ سوائے یہاں کے اور کہیں نہیں رہتے — موہں کے چچا کے ناع کے سوا اور



تسی کے باغ میں میہ ایسے تھے اور لید حیرے جیسے پہنہ ہوں نہیں دیکھے —  
 میرے روئے کے اقمہ توڑے آم کیوں لائے؟ — اس واسطے کہ تمہے کہا تھا کہ توڑے  
 سے عمدہ آم لانا — مگر بہت سے تھے آم نہ لانا — اس شخص کے چہرے سے بیگناہی  
 ثابت ہوتی تھی گدہ دانت نہیں ہوتا — ڈرگا نہاری کے نہ نسبت انگریزی بہت صحت  
 اور بصاحت کے ساتھ بولتا اور لکھتا بھی ہے — اس پولیس کے ساتھی نے حر  
 کیفیت قیدی کے حالات سے بھاگ جانے کی جانا کی اوس سے صاحب مستشرقیت کو  
 مطلق اطمینان نہیں ہوا — اس کیفیت سے قیدی کی چالاکی دانت ہوئی — پولیس  
 کے سپاہی کی ہرشکاری نہیں دانت ہوئی — اس مقدمے میں صاحب مستشرقیت  
 زیادہ تحقیقات کر رہے ہیں \*

( ۳ ) کیا آج اس دفعہ کے لڑکے نہ نسبت کل کے بہت علیحدہ علیحدہ نہیں  
 بیٹھے ہیں؟ — نہیں — جناب آج اس دفعہ میں ل کے نہ نسبت کم لڑکے ہیں  
 — یہ لڑکا اس دفعہ میں دوسرے سے بہت نیچا ہے — ڈرگا کا کنکروا اب اتنا بڑھا  
 ہوا نہیں ہے جتنا کہ ایک مدت دستر تھا — اس دفعہ کے یہ دو میریں ایک  
 دوسرے سے زیادہ قریب ہیں نہ نسبت اور دو میروں کے — اس کمرے میں موہوں  
 کا تمام وقت بیہودہ کاموں میں صرف ہوتا ہے — مہند نتائج کے مطالعہ میں  
 نہیں صرف ہوتا — کیا آج دل کی نہ نسبت رخصت بہت آسائش کے ساتھ نہیں  
 گذرا؟ — ہاں دل کی نہ نسبت بہت آسائش کے ساتھ گذرا ہے — ہماری اوقات  
 معید کام میں گذر رہی ہے بیفادہ بھیل کود میں نہیں صائح ہوتی — کیا اوسے  
 اپنی عیو حاصری کی اور بوی وجہ سوائے اسکے تم سے نہیں دیاں کی — نہیں اوسے  
 سمجھے بھی وجہ دیاں کی — ایسے ایسے معاملات جو میں کرتا ہوں بہت سمجھے  
 بوجہ کے کرتا ہوں — ایسے ایسے معاملات میں نے سمجھے ہوئے نہیں کرتا ہوں  
 — یہاں سے کتنی دور تک تم اوس کے ساتھ سڑک پر گئے؟ — میں ایک میل  
 تک اوسکے ساتھ گیا — تمہے اوس شخص کے معاملات میں اوسکے ساتھ انصاف  
 مطلق نہیں کیا — وہ اُس شخص سے بے انصافی کر رہا ہے — اوسے حرا کے بدلے  
 اوسے سرا دی \*

( ۴ ) میں اپنے بھائی کے نہ نسبت بہت دیر کر کے گھر پہنچا — سوہوں  
 سیدھا تیرا ہوا دریا کے پار لا گیا — اور موہوں آدھی دور تک تیرا — وہ شکاری  
 کہ میں کہاں تک گیا؟ — وہ کہو کے مہارے سے چندھی گر آگے گیا — آپکے  
 معاملات کا کیا نتیجہ ہوا؟ — اونسے نایدہ ہوا نقصان نہیں ہوا — سوہوں اور

موہن کی لڑائی کے معاملہ میں مدرس نے زیادہ تحقیقات نہیں کی — کیا روہن کا نام موہن کے نام سے مندرست میں نیچے لکھا ہے؟ — میں یہ نسبت اوسکے زیادہ دیر تک باغ کے گرد پھرا — وہ قہقہہ دہی دور اوسکے گرد گھوما — مگر مینہ قریب قریب پورا دروہ کیا — سکڑا روم کے کنارے جو ملک ہیں وہاں لوگ کس رنگ کے ہوتے ہیں؟ — وہ گندمی رنگ کے ہوتے ہیں گورے نہیں ہوتے — اونکا رنگ اس قدر گورا نہیں ہوتا — گندمی ہوتا ہے — رن کا کنکروا ہر منٹ اونچا ہی ہوتا تھا ہے — کیا اوسنے رندستی سے اپنا مطلب نکالا؟ — نہیں رندستی سے نہیں بلکہ سمجھا بڑھا کر اپنا مطلب حاصل کیا — ہاتھی اور اونٹ کے یہ نسبت اور نار برداری کے حانور کم آسانی سے بہاری بڑھا لیجاتے ہیں — ممبراں کھیتی مدرس نے نسبت نصف تعطیل چہار شنبہ کے کیا راے دی؟ — ہر ایک ممبر کی راے نصف تعطیل چہار شنبہ کے مختلف تھی موافق نہ تھی — اور سب نے سارے دس کی تعطیل کی راے دی تھی —

( ۵ ) اس انباری میں کتابوں کے سواے اور کچھ نہیں ہے — اس انباری میں فقط کتابیں ہیں — اس انباری میں سواے کتابوں کے اور کچھ نہیں ہے — کیا اس صفحہ پر سطریں در در ہیں یہ نسبت دوسرے صفحے کے؟ — اس صفحہ پر کچھ سطریں قریب قریب ہیں اور کچھ دور دور ہیں — کیا وہ یا اوسکا بھائی انڈر ایسی عطلیاں اُملہ میں کرتا ہے؟ — وہ یہ نسبت اپنے بھائی کے ایسی عطلیاں اُملہ میں بہت کم کرتا ہے — وہ اور قسم کی عطلیاں اپنے بھائی سے زیادہ کرتا ہے — ڈرگا — آج تم خلاف معمول سویرے کیوں آئے؟ — اس واسطے کہ مچھکو آج حلد مدرسہ جانا تھا — اوسنے میرے سلام کا جواب نہیں دیا — اور سب نے میرے انتظام پر یہ نسبت سابق کے کچھ بھی اعتراض نہیں کیا — مینہ اونکے انتظام پر ویسا ہی اعتراض کیا جیسا کہ پہلے کیا تھا — میں آپکی حیروء اہیت کا ہر روز زیادہ حواہاں ہوں — یہہ بیان میرے کس کام کا ہے — تابہ کی یہ نسبت بیتل اس کام کے واسطے زیادہ درکار ہے — تابہ بہت نرم ہوتا ہے \*

( ۶ ) اب موہن اسقدر اوقات بڑھے کے بدلے کھیل کرہ میں نہیں ضائع کرتا — اور نہ اسقدر روپیہ کھلونے اور مٹھائی میں صرف کرتا ہے جسقدر کتابوں میں صرف کرتا ہے — شکر کے سواے اور کوئی ایسی عطلیاں نہیں کرتا ہے — کیا بہاری کے سوا اور کوئی بھی باغ میں تھا؟ — نہیں حباب — بہاری کے سوا اور کوئی نہ تھا — پانچ ہفتہ کی مدت میں دس شادیوں سے کم ہمارے گاؤں میں نہیں

ہوئیں — یہہ بہادر سپاہی نہ نسبت اپنے ہمتنوں کے دُشمن کے لشکر کے زیادہ قریب گیا — اب وہ اپنا کام کیونکر انجام دیتا ہے ؟ — اب وہ در در اور اچھی طرح کام کرتا ہے — موہن کے حیر و مقابلہ کی مشق میں آج ایک غلطی بھی نہیں ہے — بل کا کام آج کے کام سے بہت آسان تھا — ناعاں نے مہندی کے درخت کُلاب کے درختوں سے زیادہ دور دور لگے تھے — کیا موہن نے یہہ قصور سہواً کیا یا عمداً ؟ — حباب — اوسنے سہواً یا عمداً نہیں کیا — سوہن کل شام کو تم پیدل گھر گئے تھے یا سواری پر گئے تھے ؟ — میں پیدل گھر گیا تھا — میرے گھوڑے نے ذرا حرامردگی کی — سوہن تم در آمدہ میں کیوں بیٹھے ہو باغ میں کیوں نہیں بیٹھتے ؟ — اسواسطے کہ در آمدہ میں نہ نسبت باغ کے ہوا کم آتی ہے \*

( ۷ ) وہ لڑکا اسقدر درد کیوں ہو گیا ہے ؟ — کیا وہ بیمار ہے ؟ — نہیں حباب — وہ بیمار نہیں ہے بلکہ کھسیانا اور حفا ہے — تعے الہ آباد سے کلکتہ تک ریل پر کیوں سفر کیا کشتی پر کیوں نہ کیا ؟ — اسواسطے کہ کشتی پر جانے کو کچھ دیر ہو گئی تھی — الہ آباد سے کلکتہ تم کشتی پر کیوں نہ گئے ریل پر کیوں گئے ؟ — اسواسطے کہ کشتی کے نہ نسبت ریل جلد جاتی ہے — الہ آباد سے کلکتہ تم ریل کے بدلے کشتی پر کیوں گئے ؟ — اسلئے کہ ریل پر جانے کیواسطے میرے پاس روپیہ نہ تھا — ابھی کون لڑکا کھڑکی میں سے گیا ؟ — ایک مرد کھڑکی میں سے گیا لڑکا نہیں گیا — ابھی کون لڑکا کھڑکی میں سے گیا ؟ — لڑکا نہیں گیا بلکہ مرد گیا — اُسکے قدم کے نشان نرے تھے — کیا آج دُرگا اس میز پر بیٹھا تھا ؟ — نہیں — دُرگا کے بدلے بہاری وہاں بیٹھا تھا — اونہوں نے آج ایک دوسرے سے حکمتہ ندائی \*

In *Simple sentences*, the Infinitive Mood, \* or the Infinitive and its completion, with the sign *to*, may be used in the following places, and for the purposes stated in the following Rules :—

Before or after a Neuter Verb  
 " a Transitive Verb  
 After an Intransitive Verb  
 " another Infinitive Mood  
 " an Adjective completion of a Neuter Verb  
 " the adverbs "when," "where" "how" and "why "

RULE CI —(a) Put the Infinitive before the Verb "to be" as its Nominative —

**Ex** — *To be attentive and diligent is the duty of every student*

(b) When the Infinitive is the Nominative of a Neuter or of an Intransitive Verb, it is more usual to put it† for the Nominative, and to put the Infinitive last. —

Ex — *It is the duty of every student to be attentive and diligent.*  
*It grieves me to see you weep.*  
*It is† impossible to do that*

(c) In order to render a sentence beginning with "It is" less abrupt and more polite, it is common to substitute for "to be" the Verb *find, believe, think, consider, imagine, &c*, with *it* for the object. These Verbs thus used may be considered as *active* modifications of the *Neuter* Verb "to be" —

**Ex** — *It is difficult to write well on thin paper*  
*We find it difficult to write well on thin paper*

\* The Passive Infinitive may also be thus used See Chapter further on

† See Chapter XVIII

† In sentences of this kind, the agent of the Infinitive is some *understood* person *understood* —

Ex.—It is impossible (*for any one*) to do that  
It is difficult (*for any one*) to write well on thin paper

11 — To emphasise an assertion, there may be an Infinitive and its completion, conveying an idea which prompts the making of the participle —

*to tell the truth, (b) I did strike him*

emphasising clause (a) conveys the abstract idea, which prompts the making of the assertion.

There can be no doubt of *the intention* of the making the assertion

if the above construction may be regarded as transposed forms of sentences like the following —

both the subject and the completion of “to tell the truth” —

(b) “I did strike him,” is (a) to tell the truth using Infinitive clauses of the sentences which are comprised in Exercise XXIII, convey the following abstract ideas —

ess, (b) *bluntness*, (c) *candour*, (d) *justice*, (e) *succinctness*,

11 — Put the Infinitive after “to be”\* or its when the Nominative is *inanimate*, to indicate purpose of the Nominative —

Here is some water to drink.

These maps are to copy from ‡

There have been no books to read.

Is there nothing to eat?

There is time to finish our work

These desks are to write on †

Chairs are to sit upon †

It is time to go home Time to go home is

sense of “to be” can be used with Rules CIII and CV, but VI “to seem to be,” and “to appear to be,” may sometimes be used

Rule LXXXI

I It is only in interrogative sentences, and in Infinitive constructions are separated from the Nouns they govern —

LX — What are you looking for?

Chairs are to sit upon

§ 2 e., “There is no time enough to finish our work,” and, “It is necessary (for us, you, him, &c) to go home now”

RULE CIV —(a) Put the Infinitive after "to be,"\* when the Nominative is *animate*, to indicate the *obligation* of the Nominative *or* the settled or pre-arranged action of the Nominative) —

Ex— You are *to answer this question*  
 I am *to remain here*  
 My horses are *to run at the races*  
 Mohan was *to learn Persian*.

(b) In sentences like the examples of this and of the preceding rule, when the Nominative is inanimate, or is animate and generic and is preceded by a Possessive Pronoun, a Demonstrative Pronoun, or a Noun in the Possessive Case the sense is varied, as in Rule CIX, by putting the Nominative *after* the Verb —

Ex —These maps are *to copy from (obligation)†*  
 These are maps *to copy from choice or suitability*  
 My knife *is to mend pens with*  
 Mine *is a knife to mend pens with*  
 Durga's horse *is to run races*  
 Durga's *is a horse to run races*

(c) Use "ought" ‡ instead of the Present and the Past Tenses of "to be," when the obligation rests with the Nominative itself —

*I am to remain here (because my father told me to do so)*

*I ought to remain here (because I consider it right to obey my father who told me to remain here)*

(d) Since "ought" has no Form for the Past Tense, Past Time in regard to "ought" is indicated by putting the accompanying Infinitive into the Form —

Ex —I *ought to have remained* here

(e) The Past Infinitive follows the Past Tense of "to be" in the Subjunctive Mood only —

Ex —I *ought to have been* there.

\* Only the Present and the Past Tenses of "to be" are used with the Infinitive for this purpose

† In (a), (b) the *obligation* or *compulsion* is external form, and independent of the Nominative

‡ Observe, that all the combinations (of the present Tense) of "to be" "to have," and "ought," with the Infinitive Mood, convey an idea of Future Time, and that the Adverbs of Time used with them must indicate Future Time.

**RULE CV** — Put the Infinitive after “to be” when the Nominative is an *Abstract Noun*,\* to indicate the aim or object of the Nominative, to indicate the equivalent of the Nominative† —

**Ex** — My duty is to punish you  
 Sohan's object was to avoid war!  
 The prisoner's intention was to escape  
 His habit was to sleep sound?  
 Ratan's ambition has been to gain a prize

**RULE CVI** — Use the present Tense of “to have,” ‡ instead of that of “to be” with either an animate or an inanimate Nominative, to indicate a greater degree of obligation than in rule CVI —

**Ex** — Ratan has to sell a horse  
 I have to buy a horse  
 These maps had to lie on the table  
 Sohan has had to write a letter  
 They have to sleep on the ground  
 This pony has to carry a half maund load

**RULE CVII** — Use the Past Tense of “to have,” with “better” or “best” followed by the Infinitive Mood (with “to” omitted), to indicate either the adoption (by the first Person), on the suggestion (to the 2nd or regarding the 3rd) of the action expressed by the Infinitive —

**Ex** — I had to go (See Rule CVI)  
 I had better go (i e, It will be better for me to go than not to go)  
 You had better go (i e, It will be better for you, &c)  
 He had better go (i e, It will be better for him, &c)

\* i e, Abstract Nouns which indicate state or conditions of mind such as, intention, duty, inclination, wish, desire, expectation, ambition, object, objection, interest, plan, &c. Some of these Nouns, derived from Verbs take those Verbs, in place of the Noun and “to be,” Ex — The prisoner intended to escape.

† Sentences constructed after this rule, more commonly take the form with *It*, as in Rule CI (b) — “It is my duty to punish you”

‡ Here, “to have,” is not equivalent to “to possess” See Note† to Rule CIX

RULE CVIII.—(a) Use “had,” in the First Person *only*,<sup>\*</sup> with the Infinitive Mood, and with “rather—than,” to indicate *preference*. The 2nd term of comparison need not of necessity be *expressed*, should it already have been *expressed* in another sentence, whether a question or otherwise —

Ex.—I *had* rather go than stay

(b) When the sentence contains a negative, the second term of the contrast is *understood* instead of being *expressed* —

Ex —I *had* rather *not* go than go

RULE CIX —(a) Put an Infinitive and its completion, after “to have” with *animate* † Nominative only and with the completion of the Infinitive *before* instead of *after*, the Infinitive, is *inclination* or *choice*, instead of *obligation*, as in Rule CVI —

Ex —Ratan has† a horse to sell  
           I have a horse to buy  
           Sohan has had a letter to write  
           They have the ground to sleep on  
           These trees have good soil to grow in

(b) When *obligation* and *inclination* or *choice*, to perform the action expressed by the Infinitive, *both* are possible to the Nominative, each form of the sentence conveys a clear, though different, sense, and may be used according to the sense to be conveyed —

Ex.—I have to do some work (*obligation*)  
           I have some work to do (*inclination*)

\* “Would” is used with “rather than” in the 2nd and the 3rd persons and with “had” in the First person. That is to say, the Indicative Mood is used in the First Person, because a person can speak *assertively* of his own “preference” while the Subjunctive Mood is used in the 2nd and the 3rd Persons, because a person can only speak *assumptively* of another person’s “preference”

† Because *inanimate* Nominatives are incapable of exercising *inclination* or *choice*

‡ Here, “to have,” is equivalent to “to possess” See Note|| to Rule CVI



(c) When only one of the two is possible to the Nominative, only one form of the sentence can be used —

Ex — These trees have to grow in good soil  
These trees have good soil to grow in

Here the *first* form cannot be used, because trees cannot be *compelled* or *obliged* to grow. The second form can be used, because trees have an *inclination* to grow in good soil —

Ex — This book has to lie on the table  
This book has the table to lie on

Here the *second* form cannot be used, because a book having no kind of life whatever, can have neither *inclination* nor obligation

### EXERCISE XXIII.

A — Translate into Urdu —

I *had* rather *be* a dog, and *bay* the moon, than such a "Roman"\* I started late on my journey here, because† I *had to make* some arrangements with my agents first. To *speak* good English *is* worth some pains. His condition is most miserable. He has no *clothes to wear*, no *food to eat*, and no *house to live in*. There are no *flowers in* that garden, *pretty to look at*, and *pleasant to smell*. Why did you walk home last night instead of riding? Because there *was no horse for me to ride*. Did you, or‡ did you not *lend* your

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\* Shakesper's *Julius Cæsar*, Act IV Scene III. Supply the ellipsis, "be" after "than," and "as I have depicted," after "Roman." See Rule XCI. If however, the clause with "rather than" come first in the sentence, the second clause is constructed differently —

Ex — Rather than be such a Roman I *would be* a dog, and (*would*) *bay* the moon

† Ex — See note‡ § to Rule LXXXVII (c)

‡ Observe that the Adjective belonging to the Nominative, connected by this rule with an Infinitive, has also an Adverbial relation to the Infinitive. It is, therefore, put *after*, instead of the Noun it qualifies, so as to be nearer to the Infinitive, which it also qualifies

horse to Rohan to carry some grain from the market to his house? I did not \* My horse is *a horse to ride*, and not a *horse to carry* grain It is my *intention to sell* my piebald pony mare as soon as possible, for as much as possible The hunter's *object was to divert* the attention of the lioness from her cubs. *It was the object of the lioness to hide* her cubs from the sight of the hunter We *had to shut* all our doors and our windows Why is this horse so fatigued? Because he *has had to carry* an unusually heavy load to a greater distance than usual *It is of no advantage to you for me to correct* the same mistakes over and over† again for you The French army retreated from Moscow, in the middle of the winter, through a hostile country, because the inhabitants of that city burnt it I *am to watch* the man at their work, because my father *has other business to attend to* elsewhere I want *a knife to mend a pen* with, and not *a knife to carve wood* with. Durga, is your knife *to mend pens* with? No, Sir, mine is *a knife to carve wood* with. It is not *one to mend pens* with We have no reason to believe him to be guilty of any thing else than indiscretion I *have to go to bed* early to-night, because I *have to get up* early to-morrow morning. This load of wood is *far too heavy* for that weak little pony Why do you wear thick woollen clothing in this hot weather? *Had you not better wear* thin cotton clothing You *have to finish* this work before sunset, have you not?‡ *Have you not to finish* this work before sunset?‡

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\* Observe that when the question contains an alternative (indicated by a clause with or ) the answer should contain neither " no " nor " yes "

† Or "again and again " The words are doubled for the sake of emphasis

‡ The first of these two forms of sentences, consisting of an assertion followed by the same assertion in the form of question noticed in Rule XLII, is less polite than the second form

Have you solved that problem yet, Rohan ? (a) *To tell\* the truth*, Sir, I have not. Have you assisted Rohan to solve this problem, Mohan, in spite of my orders to the contrary ? You had best *speak the truth* (a) *To tell\* the truth*, Sir, I have. What is your candid opinion about this man ? (b) *To speak\* plainly*, I consider him to be an altogether unscrupulous man. (c) *To sum up\* his whole character in a few words* he is an altogether unscrupulous man. To be vain of one's learning is to show great ignorance. Am I to give you a holiday only because you ask me for one ? There are several houses to let in our immediate neighbourhood. Why does that boy look so discontented ? Because he has just asked his father some money to buy a new book, and his father has not given him any †. What are these ruins ? I do not know for certain. I imagine them to be the ruins of the palace of some Muhammadan king or other. There has been no hail this year to damage the fruit crops. You are not to stir from this spot until my return. Why did the brave boy not ‡ leave the blazing deck of the burning ship ? Because he was not to leave his post there until his father's return. The ambition of that man's whole life has been to leave a large estate to his only son. Why do you interest yourself in such a trivial matter as this ? We are to call upon him at his own house to-morrow. His arrangement is to receive us at his own house to-morrow. One or other of the boys of

\* These sentences may be considered to be contracted forms of the following —

EX —(a) To say, "I have, not," is, to tell the truth

(a) To say, "I have" is, to tell the truth

(b) To say, "I consider him to be an altogether unscrupulous man" is to speak plainly

(c) To say, "He is an altogether unscrupulous man" is, to sum up his whole character in a few words

† See Rule LV (b) for the replacing of *some* by *any*

‡ "Why did not (*didn't*) he come?" "Why did he not come?" The first of the sentences indicates simply *curiosity* or *desire for information* on the part of the questioner, the second indicates *concern* or *interest* on the part of the questioner

this class has to go and bring some more clean inkstands. One or the other of the first two boys of this class has to correct the mistakes in the Exercises of the other boys. Ratn, I have a painful task to perform. I have to tell you of the death of your father. Why did you start so late on your journey here? Because I had to make some arrangements with my agents. These arrangements occupied a great deal of time. I have given him these new maps to copy from, because the old ones are of no use for that purpose. Have you a good opinion, Behari, of this man? No, I have by no means a good opinion of him. (b) To speak plainly, he is a mean, worthless rascal. He has no right to beat you because he is bigger than you. Why do you interest yourself in such trivial matters as these? Why not interest yourself in such useful subjects as Drawing and Natural Philosophy? I have had to pay extra postage on some of your letters to me. My servant was to wait for me with my horse at the other end of the street. You are not to interfere in any way with these people. You are to let them alone. This is only an excuse to avoid work. There has been no important news to talk about for a long time. Why are you sitting there idle? Because I have nothing to do. Because I have to do nothing. We did not stay long in the public library, because there were no picture books in it to look at. This is a document to give you authority to act for me in the matter of the sale of my property to Mohan Lal, the agent of Durga Das, a merchant of Muttra. Is not that boy very ill indeed? No, Sir, he is not nearly so ill as he seems to be. I have sent for you in a hurry, because I have to obtain an answer to this question at once. It is very cold. You had better shut the door. I have thought as well to tell you all about this matter †. Do you not think it best to wait until the rain is over. I have thought it better to tell you all about it. Did he

\* This Verb is in the Subjunctive Mood, (*should interest*) and the ellipsis after "why" is similar to that after "than".

† i.e., I have thought 'to tell you all about this matter,' 'to be' as right (or as proper) as 'not to tell you all about this matter'. The comparison here is between telling and not telling, and is in favour of the former.

give you any money ? No, he gave me none, because he did not have *any to spare* No, he did not give me any, because he had *none to spare* You *seem to avoid* me, Rohan How have I offended you ? (c) *To be candid with you*, Mohan, I dislike your society. Mohan's horse *is to run* a race with mine, at the river side, an hour before sunrise, the day after to-morrow Mohan's and mine are *excellent horses to run races* Neither blindness, poverty, obloquy, danger, nor domestic trouble, crushed the spirit of Milton \* The teachers have, in these pupils, the very best *materials to work upon* Ratan, have you *a horse to sell* ? Yes, Behari, why do you ask ? I ask, because I *have to buy* a horse for my father These maps *are to copy from*, and *not to lie useless in the cupboard* These are *maps to copy from*, those are *maps to illustrate* Geography lesson No rain falls in the sandy deserts of Africa, because there are no trees there The carpenter *finds this wooden peg to be far too small for*† that hole in the bottom of the door-frame *To err is human,‡ to forgive divine* ‡ Why are those people not sitting down ? Because there are *no seats to sit on* It *is excellent to have a giant's strength*, it *is tyrannical to use it like a giant* § Are there *any more inkstands for the Daftri to clean* ? Yes, there are *a few more for him to clean* Shankar *is to join* the college classes as soon as possible. Mohan *is not to join* the college classes at all || The magistrate *had to inflict* the severest punishment upon the offender The magistrate inflicted the very lightest punishment upon the offender (d) *To give your son his due*, he is a good Mathematician I have *nothing else to say* in his favour as a scholar You *are to copy out* this word a hundred times, because you have spelt it wrong in your

\* The non observance here of Rule XXIV is a matter of style

† "Too small *for* that hole," i e, "too small *to fit* that hole." See similar sentences in the next Exercise

‡ i e, a human act, a 'divine act

§ "Like a giant," i e, "as a giant might use it" (if he chose)

|| "At all," used here for "any time," is in contrast, as an Adverb of Time to "as soon as possible," in the preceding sentences of the Paragraph In a sentence farther on *at all* simply emphasises *no*

Translation Exercise, no fewer than ten times, during the past week. How have you punished your servant for his carelessness? *It is wrong for you to tyrannize over him, just because you are rather older than he is.* These people *appear to be* very dissatisfied. It is because they *have had to wait* outside your house in the cold and the wet all day long\*. *To be entirely just in our estimate of former times, is impossible.* How much *rice is the e to give* these poor hungry people? There is *no rice at all* in the storehouse *to give* them, and there is *no money to buy* any with. You *are to answer* this question as carefully as possible, because a correct answer to it is of the greatest importance to your own interest. You *had best be cautious* in your dealings with that man. I *have some advice to give* you, Munna, and my clerk *has to give* you some money. How many more problems *have you yet to solve*? I have to solve all these to-day, and twice as many more to-morrow. The enemy *laud his plans to counteract* those of our General. Never to utter a falsehood is a duty to one's-self. We *find it very difficult to translate* these sentences correctly into English, because we do not yet thoroughly understand the rules for the use of the Infinitive Mood of Verbs. The old soldier sat down and related his adventures in Abyssinia. I *feel it to be my duty to protest* against your extreme severity towards your servants. *To do his duty is* the delight of every† good man. I have been looking everywhere for a *key to fit* this lock. *Had you not better sit still and make no noise?* What problems *have we to solve* to-day? There are *these to begin with*, there are *those to go on with*, and there are *some other to finish with*. He *had to climb over* two high walls. *Wade through one‡ stream and swim across another ‡* There

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\* All day long, all night long, all the year through, all the day through, all the night through, all the year round

In these phrases (Adverbs of Time) *long, through* and *round* are used idiomatically to emphasise *all*

† "Every," is used in a general or collective sense, "each," is used in a particular sense, i.e., in reference to the individual of a known group

‡ Since the two streams are *contrasted* as to the manner of their being crossed, two *Contrasting and Distinguishing Adjectives* (*one and another*) are here used instead of the Indefinite Article.

is plenty of time to finish our game, because it is not nearly dark yet. Why are you to go to school earlier than usual to-morrow? Because the magistrate is to examine us in English and in Mathematics. To spread suspicion or to invent calumny, requires neither labour nor courage. We have had no new books to read for a very long time. There is no time\* to wait any longer for your servant. Did he lend you any of his books to read? No, he had no books to lend me. We had better be quiet instead of making a noise. We found it necessary to do the work over again to satisfy our teacher. I think it to be† but right to tell you of your fault. There was nothing whatever to alarm me in the appearance of the animal. He and his friends had to encamp under the tamarind trees by the road side, because there was not enough room in the Serai to accommodate them all. It is no business of mine to say anything at all about this matter. You have no business to interfere in the quarrel between those two people. You had much better take no notice of them whatever. What does that man want with you?‡ He seems to have something to say to you. These boys are to receive prizes for excellence in English Composition in the form of Translation. Some other boys are to receive prizes for original Composition in English. (e) To state the matter as simply as possible, the practice of translation from the Vernacular into English is the first step towards original Composition in English. You are not to conceal any portion of the truth from your father. You are to confess everything to him, and to trust to his kindness for forgiveness. Am I to copy out this document on thick or thin paper? You are to copy it out on neither the one nor the other. You are to copy it out on parchment. There are very many mistakes, Munna, to correct in your yesterday's Exercise. Why did you not come home

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\* The ellipsis, "me" "for you," "for him," &c, is supplied by reference to the context, and to the obvious intention of the speaker.

† "To be" may be omitted after "thinking," "to consider," and "find" in sentences constructed thus

‡ i. e. "what is that man's business with you?"

from office\* sooner? Because there were half a dozen extra letters to write, record and despatch. There is no need† to say any thing more‡ about this matter. I had occasion to go to his house upon business the other day. (f) To speak as a friend you had much better have nothing more to do with that disreputable acquaintance of yours. What orders did the teacher give you? We were to copy out and to learn by heart the classified list of Adverbs, and we were to give in sentences of our own composition, examples, of the use of each of the Adverbs. We were also to underline the Adverbs in each of these sentences. We had better sit still and do nothing, rather than make a noise and disturb our sick little brother. Is not this a net to catch birds in? No it is a net to catch fish in. There is a tiger coming along the path. Had we not better hide ourselves among these bushes? Yes, we had better do so§ at once. Durga's is a prize to be proud of. He has won it under circumstances of the greatest difficulty.

Did not your little brother, Rohan,|| wantonly¶ tear a leaf out of my new book? No, Sohan, he is not a boy to do such a thing as that. What have you to say about these two horses? This is a horse to carry bags of grain that is a horse to run races. What work are those two horses to do? This horse is to carry bags of grain that horse is to run races.

\* See note † to Exercise VI

† Abstract Nouns come under Rule CIII

‡ The Indefinite Adjectives *no*, *some*, *a*, *any*, have their Adverbs, and the Nouns compounded of these Adjectives and *thing*, have their Adjectives placed after them

§ This construction (*do so*) is used to avoid the repetition of the Verb and its completion. *So* has here, therefore, a Pronominal force

|| Observe that unless a comma is placed before, and a comma after, the *Nominative of Address*, when it stands in this particular part of the sentence, it is likely to be mistaken for a *Noun in Apposition* (to "brother")

¶ Adverbs of manner, used to emphasise before an assertion, are placed before the Verbs they qualify, — such as *really*, *decidedly*, *positively*, *merely*, *certainly*, or *flatly*, *distinctly*, *emphatically*, *by no means*, &c. See Rule XXXVI



*Had you not better amend this explanation\* of yours, Rohan?*  
 (b) (c) It is, *not to call it by a worse name*, utter nonsense †  
*Am I to rule* fewer or more lines on this sheet of paper than  
 on other? Rohan *had much better go on with* his work  
 and *make* less noise. My carriage, horses and all, ‡ fell off  
 the bridge into the river.

He *had to cross* the bridge over the Gumti on his way  
 home. You *are to run* home with this letter, Shankar,  
 quicker than you ever ran any where before. *Am I to obey* a  
 boy younger than myself? The masons *have to build* a wall  
 here of the same dimensions as that one. I *have had to give*  
 no less than two hundred rupees before now, for a pony no  
 better than this. Which of your brothers are you most like,  
 Sohan? Most of the mistakes, in your exercise, *seem to be*  
 the result of carelessness rather than of ignorance.

\* By using "*this explanation of yours*," we distinguish "*explanation*"  
 more clearly and emphatically than by using either, "*this statement* or  
 "*your statement*," as the phrase, that contains *two* distinguishing words  
 qualifying "*explanation*"

† i.e., *Not to call it by a worse name*, it is utter nonsense," i.e., it  
 might be called a worse name than "nonsense," a *falsehood*," perhaps. See  
 sentences (a) (b) (c) &c

‡ "Horses and all," is a somewhat more emphatic form and, "horses as  
 well" is idiomatic

### B — Translate into English —

( ۱ ) سوہن کیا تمہارے اپنے چچا کو خط لکھا ہے؟ — حباب — سچ تو یہ ہے  
 کہ میں اتنی اونہیں خط نہیں لکھا ہے — کیا تمہارے گھر کے قریب کچھ مکان  
 کرایہ پر ہیں؟ — ہاں — کئی ایک مکان ہیں — وہ آڑکا اسوچہ سے اسقدر  
 مستعدہ معلوم ہوتا ہے کہ اس کے باپ نے کتابیں خریدنے کو روپیہ دیے سے انکار کیا  
 ہے — میں یقیناً جانتا ہوں کہ یہ حوجہ ایک مسلمان نادشاہ کے محل سرا کا ہے  
 — کیا اس سال اسقدر ازلے پڑے ہیں کہ صل کو نقصان پہنچا؟ — تا عروب آفتاب  
 اڑے گھر سے نہ جاتا تھا — اس ہادر آڑکے نے اوس آتش رداہار کے تختہ دو  
 نہ چھوڑا — اس واسطے کہ اوسے اپنے باپ کی مراحت کا وہاں انتظار کرنا تھا —  
 وہ دولت مند تھا اسقدر تمگدستی سے کیوں رہتا ہے؟ — اس واسطے کہ اوسے اس بات کا

بڑا حوصلہ ہے کہ اپنے اکلوتے بھائی کے اکلوتے بیٹے کو بہت سی دولت چھوڑ جائے۔  
 کل جوہری کے دوکان پر کون جائیگا؟ — میں جاؤنگا۔ مل دس بجے تک جوہری  
 کو میری گھڑی کی ٹوٹی ہوئی رسیوں کی مرمت کرنے پڑیگی۔ ہم میں سے تین یا  
 چار کو چھ سات اشکال عملی پوں، گھنٹہ ماں حل کرنی پڑیں — ایسی ایسی تین  
 اشکال عملی کا حل کرنا کم سے کم ایک گھنٹہ بھر کا کام ہے۔ ہم میں سے ہر ایک  
 کو سرائے اس علمبروں کے اور سبکی عطیات بھی صحیح کرنی پڑیں \*

( ۲ ) رت — یہ کہہ سے مجھے رنج ہوتا ہے کہ تمہارے باپ نے کل  
 دماغاً انتقال کیا — وہ صرع کی بیماری سے مرا — تمہے اسطاف کا سفر حلد کیوں  
 نہ کیا؟ — اسواسطے کہ مجھے کئی درستوں سے ملاقات کرنی تھی — اونہوں نے  
 میری مرضی کے خلاف مجھے کئی گھنٹہ روک رکھا — کچھ دنے نکلنے کے  
 واسطے یہاں رکھے ہیں۔ پرانے نکلے تو کسی مصرف کے نہیں ہیں۔ ہماری — تمہارے  
 راء میں یہ شخص اچھا ہے؟ — حباب — میرے نزدیک تو یہ شخص نہایت غیر  
 معتبر ہے — تم وہ حکمہ اپنے کے مٹھا نہیں ہو — وہ میری حکمت ہے — تم کسی  
 معید کام میں اس وقت کیوں نہیں گذارتے — نقشہ کیوں نہیں کمیپتے؟ — اس  
 خط کے واسطے تنہا رائد محصول دینا چاہیئے — میوے بوکر کو دس بجے سے زیادہ  
 میرا انتظار نہ کرنا تھا — تمہیں چھ بجے سے پیشتر یا آٹھ بجے کے بعد یہاں آنا  
 نہ چاہیئے — میں اس لوگوں کے کام میں کیوں نہیں مداخلت کر سکتا؟ — اوسے  
 کام سے بچنے کے واسطے لنگڑے ہن کا حیلہ کیا ہے — کیا اس عرصہ میں افغانستاں  
 سے کوئی بڑی خبر آئی ہے؟ — نہیں آپ کے لیئے کوئی دلچسپ خبر نہیں آئی ہے  
 — وہ چھوٹا لڑکا سڑک کے کنارے بیٹھا رو کیوں رہا ہے؟ — اسواسطے کہ اوسے  
 دس بھر کچھ کھائے کر نہیں پایا ہے \*

( ۳ ) تم سرکاری گت حانہ میں زیادہ کیوں نہ ٹھہرے؟ — اسواسطے کہ نہ  
 تو وہاں گریسیاں بیٹھنے کے واسطے اور نہ پنکھا حملے کے واسطے ہے — اور نہ علمی  
 کتابوں کے سرا اور کوئی چیز دیکھنے کو ہے۔ اس کتاب سے یہ فائدہ ہے کہ انگریزی  
 حملے اٹانے کے قاعدے تمہیں اس سے حلد معلوم ہوگئے — فی الحقیقت یہ شخص  
 ایسا ہی بیمار ہے جیسا معلوم ہوتا ہے — اوسے دو ہفتہ تک دس بھر میں دو مرتبہ  
 دریا کھانی چاہیئے۔ مرہن ابھی کچھ حلدی نہیں ہے۔ سارے دن بھر تک تمہارے  
 نوکر کو یہاں تمہارے پاس نہ آنا چاہیئے — ابھی تو قریب چار کے بجے نہیں بجے  
 ہیں — روہن — اوس گھلے ہوئے دروازہ سے بہت ہوا آتی ہے — بہتر ہے کہ اسے

بد کردو — میرے نزدیک۔ بھی کل تک اس معاملہ کا حال اوس سے کہا مناسب نہیں ہے — دُرکا کے نزدیک اسی وقت اوس سے تمام حال اوس کا کہنا مناسب ہے ؟ — تمہارے نزدیک ہمیں کیا کرنا بہتر ہے — اوسنے مجھے روئیدہ نہیں دیا اس واسطے کہ اوسکے پاس کچھ بھی روپہ نہ تھا — مجھے بھی مناسب معلوم ہوا کہ حسب تک مہینہ نالک نہ گذر جائے توقف کروں — معلوم ہوتا ہے کہ روہں مجھ سے نفرت کرتا ہے ۔ — میں اوسے کیا رنج دیا ہے ؟ — موہں — سچ تو یہ ہے نہ روہں تمہیں نالک نہیں چاہتا — وہ تم سے بہت نفرت کرتا ہے — کسکا گھوڑا تمہارے گھوڑے کے ساتھ درزیگا اور گھوڑ درز کس وقت اور کہاں ہوگئی ؟ — موہں کا گھوڑا میرے گھوڑے کے ساتھ دریا کے کنارے آج شام کو گھنٹہ بھر قبل غروب آفتاب کے درزیگا \*

( ۴ ) بڑھئی کے پاس تمہارے صندوق کی مرمت کے لائق لکڑی نہیں ہے -- کیوں رتیں تمہارے پاس کوئی گھوڑا میرے دیے کے لائق ہے ؟ — نہیں — بہاری — تم یہ سوال مجھ سے کیوں کرتے ہو ؟ — اس واسطے کہ مجھے دل شکر کے ساتھ گھوڑا دوڑانا ہے — یہ لوگ ناع میں کام کریں گے کہ تمام دس درختوں کے سایہ میں سویا کریں — میرے پاس بیچنے کو اور عاریت دیے کو گھوڑے ہیں — یہ کھڑکی کے تمہ کیوں بھیج دی ؟ — اس واسطے کہ میں اسے ایسا چھوٹا پایا کہ کھڑکی کے چوکھٹے کے اوپر کے کسی چھید میں نہ سما سکیگی — بعض ہم میں سے کھڑے ہیں اس واسطے کہ بیٹھے کو اتنی گُرسیاں نہیں ہیں — دفتری کے صاف کرنے کی واسطے ابھی بہت سی دوا تیں ہیں — تعطیل کے ختم ہونے تک شکر کالج کی کسی دفعہ میں داخل نہیں ہو سکتا — روہں — سچ تو یہ ہے کہ ریاضی میں تم سے بہتر کوئی لڑکا اس دفعہ میں نہیں ہے — حساب — اس لفظ کو میں سو مرتبہ کیوں نقل کروں ؟ — اس واسطے کہ چھ ہفتہ کے عرصہ میں تمہ پانچ دفعہ سے زیادہ اس لفظ کا صحیح املا نہیں لکھا ہے — کیا تمکو مجھ پر ظلم کرنا مناسب ہے ؟ — ہمیں تمام دن تمہارے گھر کے باہر مینہ میں ٹھہرنا پڑا \*

( ۵ ) اس انگڑ کے گٹھے کا کیا دوس ؟ — کچھ نہ دینا چاہیئے — یہ تو ایک تحفہ ہے — اگر مالّح کے دیے کو تمہارے پاس کچھ نہیں ہے تو تمکو مناسب ہے کہ تم تیر کر یا پایاب ہو کر دریا کو عبور کرو — بہتر ہے کہ اوس شخص کا اعتبار نہ کرو — وہ بڑا بے احتیاط ہے — میں ایک حندق کھڑکی ہے تاکہ میرے ہمسایہ کے موریشی میرے ناع میں نہ آنے پائیں — مجھے تمہاری بہ نسبت نصف

اشکال عملی زیادہ حل کرنے ہیں — ہماری سیٹ سالار نے عنیم کی تدبیروں کے اولت دینے کی تدبیر کی ہے — اس حملوں کا ترجمہ انگریزی میں صحت کے ساتھ کرنا مشکل کیوں ہے؟ — اس واسطے کہ ہم اب تک نہیں جانتے کہ کس مقامات پر انگریزی میں مصدر استعمال ہوتا ہے \*

( ۶ ) اس دفعہ سپاہی نے اپنا قصہ دس بیچے شروع کیا اور بارہ بجے تمام کیا — میں اپنے نوکروں پر مہربانی کرنا واجب جانتا ہوں — ہر ایک نیک نیت آقا کو اپنے نوکروں پر مہربانی کرنا فرض ہے — تم اپنی کتابوں کی انہاری میں قفل کیوں نہیں لگا دیتے؟ — اس واسطے کہ قفل لگانے کو گنہی نہیں ہے — بہتر یہ ہے کہ بار بار حاکم گنہی مول لو — گنہی خریدنے کو میرے پاس دام نہیں ہیں — اس نوحوان کے کرنے کو کچھ کام نہیں ہے — اور اس دفعہ آدمی کو کچھ کام کیوں نہیں دیتے ہو؟ — اس واسطے کہ اس نوحوان نے اپنا کام ختم کر لیا ہے اور وہ بدھا بہت بیمار ہے — مجھے ایک نئی کو پایاب کر کے جانا پڑا — دوسری کو عبور کرنا پڑا اور تیسری کو کود کر جانا پڑا \*

( ۷ ) کھیل تمام کرنیکو ہمیں وقت نہ ملا — اس واسطے دھونڈلکا ہو چکا تھا — کل صبح کو ہمیں نرے سویرے اٹھنا ہے — اس واسطے کہ مدرسہ کے وقت کے پیشتر ہمیں since کے استعمال کے قاعدے یاد کرنے ہیں — کتنی مدت تک تمہیں صبا کی ملازمت کرنی پڑی تھی؟ — کیا اس ساتی کے پاس کچھ قلم دروات اور کاعد بیچنے کو ہے؟ — ہمیں تمہاری گاڑی کے انتشار میں کتنی دیر اور ٹھہرنا چاہیئے؟ — تمہیں ہوں گھنٹہ اور ٹھہرنا چاہیئے — گاڑی کو بڑی دیر سے آنا ہے — بہت ہے ہ تم دھوپ کے بدلے سایہ میں چلے جاؤ — ہمنہ بھی مناسب جانا کہ اپنا کام ار سر نو کریں اور ماسٹر صاحب کو فارص نہ کریں — کیا اونہیں اور اونکے دوستوں کو سڑک کے کنارے رامی کے درختوں کے بیچے ڈیرہ ڈالنا پڑا؟ — اس واسطے کے سڑاے میں اس سب کے ٹکے کو جگہ نہ تھی — تمہیں اس مقدمہ کا دعو کرنے سے کچھ کام نہ تھا — اس دنوں شریز اڑکوں کے جھگڑوں میں دخل دینا تمہارا کام نہیں ہے — بہتر تو یہ ہے کہ اونہیں یونہیں چھوڑ دو اور اونسے کچھ تعرض نہ کرو ۔

( ۸ ) مجھسے تمہیں کیا کام ہے؟ — معلوم ہوتا ہے کہ مجھسے کچھ کہا جاتے ہو — وہ کیا ہے؟ — اس سب لڑکوں میں سے آج کون لڑکے انعام پائیگے اور کس بات کا انعام پائیگے؟ — اس پانچ لڑکوں کو لیاقت علمی کا انعام ملیگا — اور

دوسرے ہر لڑکے دیک چلی اور حاضری کا اِعمال پائینگے — میں اِس دیبر کاعد پر اِس دستاویز کی نقل کیوں نہ لکھوں؟ — منا کے حیر و مغالطہ کی مشق میں بہت سی غلطیاں صحیح کر لی ہیں — آج اِس قدر دیبر کر کے تم دفتر سے گھر کیوں آئے؟ — اِس واسطے کہ مجھے چھ سات چٹھیاں رائد لکھنی اور روانہ کرنی تھیں — اب اِس مقدمہ میں زیادہ کہہ کی کیا ضرورت ہے؟ — اب تو زیادہ کہا محض بیکار ہے — اندھیرا ہونے کے بعد تمہیں اوسکے گھر جانا محض بيموقع ہے — بلکہ دس میں وہاں جانا بہت بہتر ہے — تم وہاں کروں جانا چاہتے ہو؟ — کیا ایسا کرنا بہت ضرور ہے؟ — روہں تمہیں اوس ند چلی آدمی سے صحبت کرنا اچھی بات نہیں ہے — ہم تمہیں دوستانہ صلاح دیتے ہیں کہ اب اوس سے تعلق رکھنا تمہارے حق میں بہتر نہیں ہے — موعوں ہمارے کریکرو کیا کام ہے؟ \*

( ۹ ) یہ حال چڑیا پکڑنے کے لیئے نہیں ہے بلکہ مچھلیاں پکڑنے کے واسطے ہے — بہتر ہے کہ ہم دوراً اِس جھاروں میں چھپ جائیں — ایک دہرائے گنا اِس راستہ سے چلا آتا ہے — دُرگا کا اِعمال پادا کرں بھر کی بات ہے؟ — اِس واسطے نہ کہ سب مرض شدید کے اوسے تری مسکن سے یہ اِعمال حاصل کیا ہے — موش تمہارا چھوٹا بھائی روہں اب لڑکا نہیں ہے کہ اپنی نا اور اوگونی کتابوں کے دروں اِس بے دردی سے پھارے — اوں دونوں گھروں کے ناست تمہارے والد کو کیا کہا تھا؟ — اوں میں سے ایک گھوڑے کے رنگ میں ارنہوں نے عیب نکالا — تمہارے چچا کو کس قسم کا کام کرنا پڑتا ہے؟ — بھئی تو ارنہوں اناج لے رہے ہوئے نورے لیٹھائے پڑتے ہیں اور کبھی حالی اناج کے نورے لیٹھائے پڑتے ہیں — شکر بہ مطالب جو تمہیں لکھا ہے اگر اُسے محض مہمل اور لے معہ دھئے تو بھکا ہے — پس اب تمہیں اُسے ار سر تو لکھنا چاہیئے — رتن کو عل کم کرنا چاہیئے اور کام زیادہ کرنا چاہیئے — اِس شخص کا سارا خاندان یعہ حرور اور دھئے سب کے سب ماہ گذشتہ میں بھار سے مر گئے ۔

( ۱۰ ) گھر جاتے ہوئے تمہیں کوس سا دریا عبور کرنا پڑتا ہے اور کس طرح عبور کرنا چاہیئے؟ مجھے ناؤ پر گومتی عبور کرنا پڑتا ہے — شکر اِس چٹھئی کا جواب لیکر اِس قدر جلد جاؤ کہ دستر کبھی نہ گئے تھے — کیا اِس تلو کو اپنے آپ سے بھی بھاری بوجھ لیٹھانا ہے؟ — دھئی کو میے واسطے ایک صندوق لیتا ہی بڑا اور اُسی قلع کا طیار کرنا ہے جیسا تمہارا صندوق ہے — کل میہ اِس سے دو چند عمدہ ٹانگ در سو روپیہ کو مول لیا — منا کی مشق میں کس قسم کی غلطیاں

ہیں؟ — یہہ علطیای نادانی سے نہایت ہونٹیں دلاکے بے اعتنائی سے ہونٹی ہیں —  
 مجھے مناسب ہے کہ یہاں ٹیہر حارں اور تمہاری دکانوں میں تصویریں دیکھوں —  
 اس مہینہ میں گھر تہ حارں — دیسی رباں سے انگریزی میں ترجمہ کرنا اس بات  
 کی دلیل ہے کہ انگریزی رباں کے محاورہ سے مترجم صحیحی واقف ہے — ماہ گذشتہ  
 میں مینے ایام تعطیل اپنے چچا کے گھر میں باسایش نہیں سہری — کیونکہ نہ  
 تو وہاں بات کرنیکو کوئی آدمی تھا نہ بڑھنے کر کتابیں اور نہ چڑھنے کے واسطے  
 گھوڑے تھے اور نہ شام و صبح سیر کرنے کے لئے کوئی باغ تھا \*

( ۱۱ ) بہاری تمہاری سواری کے واسطے میرے پاس گھوڑا نہیں ہے — تمہیں  
 عاریت دیے کے واسطے میرے پاس اور کوئی سواری نہیں ہے — سوائے ایک بڑھے  
 اندھے لنگڑے چچے کے — شکر — بہتر ہے کہ آج رات تو تم بیدل گھر جاؤ — بکالے  
 اسکے کہ سواری پر جاؤ — میرے پاس کوئی گاڑی نہیں ہے کہ تمہیں عاریتاً دوں —  
 سوہن تم مجھے بڑا مقدر عرصہ کیوں ہو؟ — اس واسطے کہ اس مہینہ میں مجھے  
 سوا گھنٹہ تمہارا انتظار کرنا پڑا — مجھے ہمیشہ تمہارا انتظار کرنا پڑتا ہے — کیا  
 فوائسہس کے لکڑ کو عین موسم سرما میں شہر ماسکو سے پھر جانا نہیں پڑا؟ —  
 اں اوگوں کے کام کی نگرانی کون کریگا؟ — میں کرونگا — اسواسطے کہ میرے والد  
 کو کسی اور کام کی فکر کرنا ہے — دل صبح کو ہمیں نہ نسبت اور دنوں کے سریرے  
 اوتھنا ہے — اسواسطے کہ ہمارے مدرسہ میں امتحان ہوگا \*

## CHAPTER XXIV.

## The Infinitive Mood —(continued)

RULE CX —(a) Put the Infinitive, or the Infinitive and its Completion, after the Noun or the Pronoun Object of certain Transitive Verbs to indicate an action of the Object depending on the action of the Nominative —

Ex —I wished them to go home  
 My brother intends me to learn Sanskrit  
 A teacher expects his boys to be attentive  
 I expect\* this train to reach Delhi at nine to-night  
 He has made† his brother carry his books for him  
 He has taught a parrot to speak  
 I told you to go

\* "I expect that this train will reach Delhi at nine to night," would be said by a *passenger*, while the sentence given in the example would be said by the *engine driver*

† See Rule CI "To make" is often followed by "to be" with an Adjective Completion—

Fv —What made him silent  
 I                    he silent

of "to make," act direct upon its object, and followed by the Adjective, "to be" is omitted —and the effect through the instrumentality as the object, as of "become"

as those boys quiet? Their occupation makes them draw maps

Class of Transitive Verbs which take after them Completion In this case (a) The Verb expresses an action neither expressed nor understood —

He ruled these lines crooked  
 He dried it bright  
 He painted the wall green

(b) The Native students frequently misuse *tell*, *order* and *say*, by putting an Infinitive *immediately* after them.\* *Tell* and *order* can only be used with a *Noun* or a *Pronoun* as the Object.—

Ex—I have told (or ordered) the man *to return* soon  
The teacher ordered (or told) us *to be* quiet

(c) *Say* (unless used in the sense of *repeat* or *recite*) must have for its Object either a *quoted sentence*, or an *indirect sentence* preceded by *that* :—

Ex—The Master said "*Be quiet*"  
The Master said *that we were to be* quiet

For further exercise in the use of "*to say*," see the Chapter on *Compound sentence*.

RULE CXI.—To indicate a second action of the Nominative dependent on the first, put as an Objective Case, the Infinitive and its Completion after those† of the Verb refer-

(a) if, however, the Verb expresses *an action of the mind*, "*to be*" must be expressed—Such as, *to suspect, know, understand, acknowledge, conceive, suppose, admit, fancy, judge, allow, certify, &c*

(b) There are many Verbs belonging to class (c) which may be used either with or without "*to be*"—Such as, *to think, deem, consider, find, prove, believe, &c*. *Learners*, however, should follow Rule (b) closely.

Observe, that in the preceding examples, "*to be*" is used in the sense of "*to become*"

See Rule CXV, for Adjective Completions of *Neuter Verbs*

\* Only the Passive forms of these Verbs admit of an Infinitive being placed *immediately* after them

† *i e*, like *wish, intend, want, require, expect, &c* *Request* and *ask*, when thus used, govern only the Passive Form of the Infinitive

The following Verbs also come under Rule CXI, (although instead of indicating *the doing* of second action of the Nominative, they indicate (a) a *mental objection* to the action of the Nominative, or (b) *the non doing* of the action of the Nominative—(a) *Hate, dislike, grieve, regret, hesitate, object* (b) *Omit, neglect decline, refuse, forget, &c*

The peculiarity in the use of these Verbs is, that "*any*," instead of "*some*," must be used after them—

Ex—I *asked* him *to give* me *some* money, and he *refused* *to give* me *any*.

The reason of this is, that each of these Verbs contains *within itself* the idea of *negation*, and thus express a Negative without the use of "*no*"  
See RULE LV.



· action of which is capable  
· tive\* ---

o learn Sanskrit  
D) at nine to night  
· t," follows this rule

· tive or the Infinitive and its  
· Intransitive Verbs generally,  
the intention of the action of

's ink† to annoy him  
father

ow to let in the air  
with you

s to amuse and instruct them †

avoid waking me §

Infinitive Mood after *when*,  
ose Adverbs are preceded by  
or by others of similar kind —  
ll shew, inform, teach, instruct,

---

· Infinitive indicates a second action  
nt, on the first one )  
· the Infinitive in such sentences

*and to* is omitted from before the  
's retained

· this the Infinitive refers to the *rea*  
ed by the Adverb,) instead to the

*and to understand*, are the Adverbs  
with those Adverbs, they have no  
named Verbs have Of these Verbs,  
· an Infinitive *immediately* after it, as

lectives, &c given in the Rules Re  
t intended to be *exhaustive* They  
of words which come under certain

Ex —I.—(a) I told him *when* he was to do it, ('it,' i e., some obligatory action) \*

(b) I told him *when* to do it, ("it" i e., some optional action)

II —(a) I told him *where* he was to do it, ('it,' i e., some obligatory action)

(b) I told him *where* to do it, ("it," i e., some optional action)

III —(a) I told him *how* he was to do it, ("it," i e., some obligatory action)

(b) I told him *how* to do it, ("it," i e., some optional action)

IV —(a) I told him *why* he was to do it, ("it," i e., some obligatory action)

(b) (*I told him why to do it*)

(b) This last form of sentence is never used for it is evidently impossible to tell, &c., a person the reason, (i e., his reason) for doing an action optional to him. As the Transitive Verbs *ask, understand, tell, shew, inform, know, learn,* can have Time, Place, Manner, and Reason for their Objects, they can be used in all the foregoing forms of sentences, except in IV (b)

(c) As the Transitive Verbs *teach, instruct, direct,* cannot have Reason for their Object, they can only be used in the forms (a), (b), of II and III

(d) Such Verbs as those noted in Rules CX, and CXI, and Nenter verbs with Aspective Completions, as in Rule CXV, may also be placed between the before-named Adverbs and an Infinitive —

Ex —I told him *when* I intended to do it

I told him *how* you wished him to do it

I told him *why* he ought to do it

I told him *where* he was certain to find me

RULE CXIV —(a) Use a second Infinitive to indicate the purpose or intention of the first. —

Ex —I wished to go home to *spea*k to my father

I wished them to go home to *fetch* their books

Are you ready to *help* me to translate this?

He ran to *help* me to get up

He laughed to *see* me fall down

---

\* In this scheme, "to have," may be used as well as "to be" (See Rule CVI)

(b) When the first of these Infinitives is Neuter or Intransitive, and two Infinitives\* are *Compatible*, "and" may be *colloquially*, substituted for *to*

EX — I wished *to go home and speak* to my father.  
           We went *to be quiet and steady*  
           He told me *to run and meet* the postman  
           They persuaded us *to make haste and finish* our work

RULE CXV — (a) Put an Infinitive, or an Infinitive and its Completion after certain† Adjective Completions of Neuter verbs, to Indicate the *cause* of the *emotion*, or the *consequence*, of the *condition*, implied by those Adjectives —

EX — We are surprised *to see him there* ‡  
           I am unable *to account for this mistake*  
           Are you ready *to help me* ?

(b) Abstract Nouns, derived from most of these Adjectives, may be used as the Objects of Transitives, according to the above rule. —

\* *Hear, see, let, bid, feel, make, dare*, (Intransitive), *need, observe, watch, &c*, require the omission of *to* from the Infinitives which follow them

† *e*, Adjectives indicating either emotions, or conditions, of the *mind*, such as *glad, anxious, proud, ready, certain, sure, willing, qualified, sorry, pleased, vexed, &c*

Observe, that AN EMOTION is (a) *the consequence* of an action, and a CONDITION is (b) *the cause* of an action. —

EX — (a) I was *delighted* to see you there  
           (a) He was *anxious* to go home.  
           (b) We are *ready* to help him  
           (b) They are *certain* to succeed

Here *delight* and *anxiety* are EMOTIONS, *readiness* and *certainty* are CONDITIONS of the mind

Observe also that the Nominatives of the Verbs of the sentences are the agents of the Infinitive Moods. If the agents are required to be other than these Nominatives, they are inserted, with *for* before the Infinitives —

EX — (a) I was delighted *for my father* to see you there  
           (a) He was anxious *for us* to go home  
           (b) We are ready *for you* to help us

With regard to the second sentence (b) it may be remarked that *the sense* of some Adjectives does not admit of this construction being followed

‡ Observe, in the examples of this rule and of Rules CX and CXIV, that whenever the sense of the sentence allows the Adverb "not" to be inserted, the meaning varies according as "not" qualifies the Infinitive, or qualifies the Verb.

Ex — We expressed our *surprise* to see him there  
 I declare my *inability* to account for this mistake  
 He showed no *readiness* to help me.

(c) Sentences of the Form noted in Rule CI, but having for the Completion of the Verbs Adjectives indicating *inherent qualities* of the \* mind, take between the Adjective and the Infinitive, the Norman Possessive Form of the Agent of the Infinitive —

Ex — (c) It is very good of you to assist us (i. e.,)  
 (d) You are very good to assist us

Observe, the sentences constructed according to Rule CXV (a), thus take either of the two forms (c. d) if the Adjective be of the class described above

(d) If, however, the Adjective Completion conveys the *idea* of either advantage or of disadvantage to the Agent of the Infinitive† on account of the action indicated by the Infinitive, the Agent is to be preceded by ‘*for*’ instead of, by ‘*of*’ ‡—

\* See remarks on preceding Rule XLII

Adjectives *inherent* expressing qualities of the mind, are such as, *good, bad, right, wrong, cruel, ruin, meek, ambitious, clever, &c*

† The class of Adjectives followed by “*for*” according to this rule, are, such as *good, bad, right, wrong, safe, unsafe, hazardous, dangerous, fortunate, unfortunate, &c*

‡ Observe, that the construction in para (c) expresses that the action of the Infinitive indicates the *possession*, by the Agent, of a certain good (or bad) quality and that the construction in para (d) expresses that the action of the Infinitive *produces*, to the Agent, a certain advantage (or disadvantage) —

Ex — It was *cruel* of him to overload his pony (i. e., *overloading his pony indicated cruelty in him*)

It was *fortunate* for him to have a pony strong enough to carry so heavy a load, (i. e.,) (*having a strong pony was of advantage to him*)

It is not *right* for lazy people to avail themselves of the labour of others (i. e., *not right as a matter of conscience*)

It is quite *right* for lazy people to avail themselves of the labour of others (i. e., *quite right as a matter of interest*)

Ex —, c) It is *good for you* to make plenty of Exercises  
Is it *safe for us* to cross that broken bridge ?

(XVI — (a) Put an Infinitive after Adjectives\* of  
referring to a quality (cognizable by *the mind*  
*thing* to indicate an action for which the quality  
by the Adjective either *fits or unfits* the Nomi-

- This ditch is *easy* to jump over  
My desk is *inconvenient* to write on  
The money is *enough* to satisfy me  
That water is *not good* to drink  
My work was *hard* to do  
We were *not surprised* to see him there  
We were surprised *not to see* him there

however, the Adjective refer to a quality cognizable  
*the senses*, of a *thing*, the Adverb, *very* rather, or  
be put before the Adjective, or, *enough* after it ‡ —

This ditch § is *narrow enough* || to jump across  
This ditch is *rather* ¶ (or *very*) *wide* to jump across  
This ditch is *too* † *wide* to jump across

initives referred to in this rule and in Rule CIII, may be termed  
of Use" Those referred to in other rules may be termed "Inf  
ripose"

are arranged in *increasing* order (See note to Rule XXXVII)  
used with the other Adjectives just mentioned

ves of quality are of three kinds, (a) those which indicate  
*mind*, cognizable by the *mind* only, (b) those which indicate a  
*ing* which quality is cognizable by *the mind* only, and not by  
senses, (c) those which indicate a quality of a *thing*, which  
nizable by one or more of *the senses*

he Nominative of a Neuter Verb is *inanimate*, the Agent of the  
less stated) is *any* (one understood) When the sentence is of a  
ure & stated *animate* Agent to be the Infinitive, a Personal Pro  
d by *for* is to be inserted after the Adjective — ' This ditch  
ough for a *cow* to jump across " "This ditch is too wide *for me*  
oss " This ditch is rather wide *for little Durga* to jump across  
ominative is *animate*, it is itself the Agent of the Infinitive  
*use is too tired to gallop* "

i, combined with its Adjectives, indicates the *suitability* of the  
for the use or the purpose specified by the Infinitive  
(or *very*) combined with its Adjectives, indicates the *comparative*  
y or the unsuitability of the Nominative for the use of the purpose  
by the Infinitive

These bullocks are *too*\* *weak* to draw this cart  
I am *too* *tired*† to do any† work

RULE CXVII — Omit “to” from an Infinitive put after the following Transitive Verbs — *Bid*, ‡ *feel*, *hear*, *let*, *make*, *observe*, *see*, § *watch*, *notice*, *perceive*, *behold*

Ex — (See the Exercise)

RULE CXVIII — Omit “to” from Infinitive put after the Present and the Past tense of “to dare” and “to need,” when the exceptional form of the Negative is used — || (See Rule XL)

Ex — I do (or did not) dare to offend him. (Rule form)

I dare (or dared) not offend him (Exceptional form)

RULE CXIX — Considering Adjectives in regard to *their* kind, the order in which they should be placed in a sentence is, (1) Distinguishing Adjectives (2) Numeral Adjectives, (3) Adjectives of quality. —

Ex — Here are (1) *my*, (2) *three*, (3) *grey* ponies

RULE CXX — Numeral Adjectives are arranged in the order of the digits —

Ex — Dastri, here are *four* or *five* pons to mend

RULE CXXI — A noun cannot have more than one Adjective of classes (1) and (2) attached to it at the same time

A noun may have more than one Adjective of Class (3) attached to it at the same time.

\* *Too*, combined with its Adjectives, indicates the *total* unsuitability of the Nominative for the use or the purpose specified by the Infinitive

† In affirmative sentences containing *too* followed by an Infinitive, *any* is used instead of *some*. The same rule applies to sentences containing such Verbs as *refuse*, *decline*, *object*, *deny*, *hesitate*, &c., which contain within themselves the idea of Negation

‡ *Bid* is nearly obsolete. *Tell*, *order*, or *command*, is commonly used instead of it

§ See when intransitive retains after it —

Ex — I cannot see to write

|| *Dare*, *need* and *ought* are the only exceptions to Rule XL

You do (or did) not need to copy that

You need not copy that

The rule forms of Present and the Past “to need” are seldom used  
“You have (or had) no need to ———,” are commonly used for them

When a Noun has more than one Adjective of Class (3) attached to it, an Adjective, derived from a Noun, or a Noun used as an Adjective, is placed *next* to the Noun qualified, and an Adjective indicating a matter of opinion or of taste is placed *more remote* from the Noun.

RULE CXXII—(a) The respective nearness to the Noun or Adjectives of class (3) is determined by the greater simplicity of the process (*exercise of a sense, observation, of examination, or of comparison*) by which the applicability of each Adjective to the particular thing qualified is determined —

Ex —Here is my pretty, (4) *little*, (3) *young*, (2) *lame*, (1) *grey*  
Bokhara pony

Thus grey is determined *by mere sight*, lame *by observation*, young *by examination*, little *by comparison*

(b) It is less easy to apply the foregoing rules to the use of Adjectives attached to Abstract Nouns, but the same principle should be observed —

Ex —His (3) *unnecessary* (2) *daily*, (1) *personal*, interference in  
my concerns, annoys

See Rules XIX, XXXVIII

RULE CXXIII —When two or more similar Adjectives of class (3)\* qualify the Noun, they are arranged in the order of their accepted, or of their evident, importance or prominence

Ex —Of what colour are your father's horses?

*Black, white and grey*

This paper is neither *thick* nor *thin* It is of medium thickness, and very pleasant to write upon

## EXERCISE XXIV

A —Translate into Urdu —

Why do you not make your sons attend school more punctually? The Magistrate has been giving† directions to the

\* For Pronouns and for Adverbs See Chapters IV, IX

† In these later Exercises several sentences selected from such authors as Milton, Shakespeare, Johnson, &c, have been included The pupil, however, will be unable to distinguish these sentences from the rest *by their construction*

policemen, *how they are*\* to keep order among the crowd of people at the execution of the murder in front of the jail gate. The policemen *were making*† the crowd of people in front of the jail gate *understand*, why they *were to make* less noise. The wisest princes *need not think it to be* any diminution of their greatness, or derogation from their sufficiency, *to rely upon*‡ counsel. The general commanded his officers to *appear* before him in his tent at noon for him *to consult with* them, as well as *to give* them orders. Do you know, Mohan, *how Shankar intends to occupy himself* this afternoon? He *intends to shew* us *how to help*‡, to *decorate* the school hall with flowers for the visit of the district officers to-morrow morning. Behari, I saw him collecting some *red blue and yellow* flowers and some green branches sprays and leaves. Here they are. We *used* friendly *to bathe*§ at well last year. We bathe elsewhere now. You *are too apt to take the offence*, Mohan, at friendly correction. You *ought to learn to regard* correction of your faults as friendly action ||. A literary, a scientific, a wealthy, and a poor man, *are to take part in* the meeting. To know how to wait is one of the secrets of success. One or others of the boys of this class *has to go and tell* the Daftri to bring some more clean inkstands. The *slowest to promise* is often the *swiftest to perform*. To tell you the truth, Behari, more than half of this Transition Exercise of yours *appears to be the work of Durga* ¶. It is rather *too good to be* altogether your own work. I *felt* him touch me gently on the arms, and

\* The present Tense and the Perfect Tense *before* the Adverbs *when, where, how and why*, require to be followed by the Present Tense *after* the Adverb. The Past Tense *before*, requires the Past Tense *after*, the Adverb.

† "To make—understood" *i e*, to direct, tell, shew or inform.

‡ "The Object of 'help' being omitted, the Agent of the Infinitive is understood to be general and so definite (either *us, you, him them, &c*)

§ We used to bathe, *i e*, "it was our habit (or custom) to bathe." Only the Past Tense of this Verb is used as an Auxiliary to an Infinitive. "To use" does not come under any of the rules already given.

|| Supply the ellipsis "you regard."

¶ "The work of Durga," *i e* the work done by Durga 'Durga's work' *i e*, the work to be done by Durga.



heard him say something to me in a low tone You had better not let those boys make so much noise To allow unfit candidates to appear at an examination, is only to give unnecessary trouble to the examiners Unfit candidates ought not to appear at examinations, because they only give unnecessary trouble to the examiners I have known that man to lift, with the greatest ease, a weight as heavy as himself Did I not ask you for the loan of your whip? Did I not ask you to lend me your whip? All of you ought to know well, by this time, how to use "some" and "any" He has no further need for\* that man's services, and† my brother does not need them either Both my brother and myself are in great need of that man's service Neither my brother nor myself needs that man's services any further That man need not serve us any longer We understood you to be unaware of the lateness of the hour Ratan has now learnt to be diligent, and how to study with ease to himself It is too cold to sit in this draught You had better shut the door The Russians preferred to burn their capital Moscow, rather than give shelter in it to their enemies, the French The prisoner had to climb over two high walls, to wade through one stream and to swim across another, to make his escape Have you no wish to please me? Yes, Sir, I have a great desire to please you I try to do so as much as possible ‡ A friend of mine has a (4) large, and (3) young, (2) curlyhaired, (1) black Tibetan dog to sell I intend to buy him We are not certain§ how we ought to proceed in this matter We do not consider this man

\* "To need" does not require a Preposition "before the Object of it," "to have need" requires the Preposition "for," "to be in need" requires the Preposition "of"

† "Nor," being equivalent to, "and not," the second class of the above sentence (and being omitted) might run thus —

"Nor does my brother need them,"

‡ Supply the ellipsis "it is," after "as" and "to do so," (i.e., to please you) after "possible"

§ "To be certain of" is another form of "know"

to be any\* guiltier than the other. I was not any the† less desirous to go, because I knew him to be unwilling for me to go. I was not any\* less desirous to go than\* before. The teacher permitted us to go home early because we asked him to do so. The teacher allowed us to go home early because he was very ill. Our parents wanted us to go home early because some friends came from a distance to see us. We requested our teacher to let us go home to-day as early as possible. Durga, you had better try to write better than you do. You do not write any better now than you did a year ago. Please to let me lie here to rest† for a time. I am sure to be the better for some sleep. Sohan and Mohan have to cross§ the iron bridge over§ the Gumi to reach their homes. The policeman compelled the crowd to move away from before the Jail gate. We had to shut all our doors and windows to keep out the cold wind.

We have made arrangements to suit the circumstances of the case. I had much rather stay here to see the fireworks than go home and go to bed. You had much better go home

\* "Any" and "somewhat" are used as Adverbs, before the Comparative Degrees of Adjectives and of Adverbs to limit the difference expressed by the Comparative Degree.

"Any" is used in negative sentences with "not," and in interrogative sentences of the form noted in Rule XXXIX.

"Somewhat" is used in affirmative sentences, and in interrogative sentences of the form noted in Rule XLII.

Observe that when a comparative Degree is not qualified by "somewhat" or "any," the difference expressed is indefinitely great.

"None the less" is equivalent to "not any the less." Observe that the preceeds the comparative Degree, when "than" and the second term of the comparison are omitted.

† This is an idiomatic (and respectful) form of the Imperative Mood, but it is included here as an example of the use of the Infinitive.

§ Observe the idiomatic use of "across" or "go across," (i. e., pass over) and the appropriateness of the Preposition "over."

and go to bed, than stay here and see the fireworks Your parents send you to school to learn, to read and write. The mischievous boy tied a string across a street one \* dark night to annoy or to injure the passers-by The Magistrate recommended the fathers of those three boys to give them each a sound thrashing One Nand Kishore received fifteen stripes at the Katcheri the other morning for an attempt to set fire to a haystack of one of his neighbours The hunter advanced through the bushes cautiously and noiselessly to avoid† disturbing the tigress and her cubs I shouted as loud as possible to attract his attention Did I not ask you to try and find my lost penknife? He expressed his willingness to forgive me, and to request my father to do the same The Magistrate ordered a policeman to run and tell the Doctor to come and bring his instruments and appliances to attend to wounded men with‡ The owner of the house appeared to be too busy to listen to my complaint just then It is far too hot and dusty to play in the open air this afternoon Does the carpenter intend to make round or square holes in this

\* "One" is thus used before *day, night, morning, afternoon, evening, week* month or before the name of a *day of the week* to indicate *indefiniteness to date* "One," thus used, conveys the two ideas of "one" and the Indefinite Article — *Ex* (a) I lost my watch *one day* (b) I lost my watch *one day* last week (c) I lost my watch last Monday, *definite* (a) I lost my watch *one day* (b) I lost my watch *one Monday*, (c) I lost my watch *one Monday* last month, (d) I lost my watch on the 15th of February last (*definite*)

"One" is also used before the name of a *person*, to indicate (in a contemptuous way) that the speaker knows no more of the person spoken of than his name — (See Examples (a) Rule XXIX)

† The Adverb of Manner is, in this sentence, placed elsewhere than is prescribed by Rule XXIX, in order that it may be near the Infinitive, to which it is more intimately related than the Verb "advanced" is

‡ "To avoid," "to prevent," "to hinder," "to evade," and such other Verbs as indicate *impediment* or *opposition to action*, govern the Participial Form of the Infinitive *Antonyms* of these Verbs govern the Infinitive "to", (the Objective Infinitive)

‡ The position here of "with" in the sentence is *idiomatic* Grammatically "with which" (adjectival to "appliances") should come before "to attend "

plank ? He *intends to make* neither round nor square holes in it. He *intends to make* oval holes in it. The approach of night *made me conscious* of my danger. The strange appearance of the outside of the box, *made me curious to see* the inside of it. The strange appearance of the man's dress *made me curious to see* his face. Why are you so *astonished to see me* ? Because your long absence and your neglect to answer my letters, *made me believe*, until now, in the report of your death. You are quite *right to object to interfere* in the dispute between your two neighbours.

It is quite *right for you to object to interfere* in this dispute between your two neighbours. Your teacher *regrets* Soban, *to have\* to report* your misconduct to your father. I *try very hard not to dislike* that man. He *hesitated to answer* my question at once, because he *did not know* how to put his reply into the proper form. You *have omitted to sign* your name to this document. Why am I *to tell* you so often, boys, *not to make* so much noise in the absence of your teacher ? I take so much trouble with my Algebra, because I wish, or, rather intend, to gain the first prize. The French army had to retreat from Moscow, in the depth of winter, through a hostile country, because the inhabitants of that city burnt it, rather than *allowed it to shelter* foreign enemies. Those houses of your uncle Durga's require thorough repair. They are in *far too ruinous a condition* for any one to live in them comfortably. It is almost *sure to rain* presently. *Had you not better take* an umbrella with you ? My father *does not like me to associate* with boys very much older than myself †. I *do not like to associate* with boys very much younger than myself †. The objects of Natural History in the Museum are

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\* Observe that "to have" when used according to Rule CVI, may be in the Infinitive Mood. "To be," (See Rule CIV) cannot be thus used in the Infinitive.

† A *Proper Noun* is only qualified by a Demonstrative Pronoun, or by the other *Distinguishing Words* mentioned in the *Remarks* at the beginning of Chapter XII, when that Noun is referred to in a familiar or a disrespectful way.

not to touch and handle them during the next holidays? I wish. I have neither enough to Paris now. My father is near. My servant wants me to row or the next day. It is not a holiday at all, because there is and very little time to do it in.

The carpenter require to make a bed. I had best ask the carpenter to let him will require to make you a box for your books. Why did you go to my father and my teacher wished to see me. I have often wished to see a one? There are two at Gursipa, Singapuram. How many more there yet to do? There are no more them all. The light in this is us to see to go right by. We had our work. There is quite enough light enough there. The soldiers at stream not good to drink. It

man to be guilty of any crime whatever. I have not been able to finish my work yet, because it is not easy to do a great deal of difficult work in a very short time. He has been showing his younger brother how to find the square root of a decimal fraction. Did you ask your father to give you some money to send to your brother? No, Sir. He has gone to lie down and rest for half an hour, and I do not like to disturb him. He has told me never to let any one disturb him at such times. I object to answer any such questions as these. The Emperor told them to burn their city, rather than let it shelter the enemy. My son attends the College at Bareilly. I very much wish to send him to the Benares College instead.\* My son attends no

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\* Supply the ellipsis, "of letting him attend the College at Bareilly"

college at all just at present I wish to send him to the Agra College rather than let him remain idle at home Munna when do you intend to return from Lucknow? I do not expect to be able to return from Lucknow until after my brother's wedding. When do you intend to return from Lucknow? I do not expect to be able to return from Lucknow until after my brother's wedding I have asked my father more than once to let me learn Sanskrit

Do you expect to hear from\* your cousin shortly? Yes, I expect to receive a letter from him to-morrow No, I have no expectation of hearing† from him for a long time Do you expect your cousin to write so often? Yes, I expect to hear from him at least once a week Had you not better mend this written‡ statement of yours, Behari? It is, not to call it by a worse name,§ utter nonsense The carpenter did not expect to find this wooden peg to be so very much too small to fit that hole in the bottom of the door frame Our General planned to deceive the enemy, and the enemy laid other plans to counteract those of our General It was a part of our General's plan to make the enemy believe us to be weak in Cavalry Shankar's father seems to be inclined to allow him to join the College classes as soon as possible Mohan's father seems to have no inclination whatever to allow him to join the College classes at all || Durga, is your knife fit to mend

\* "To hear from a person" is equivalent to "to receive a letter from a person," or "to be written to by a person"

† When, "to have expectation" is substituted for, "to expect," the Participle with "of" is substituted for the Infinitive with "to" The same rule holds good with other Verbs of the convertible class, such as, "to wish," &c

‡ Throughout the Exercise in Part II Participles are used simply as Nouns, as Adjectives, and as component parts of the Present, the Past, and Perfect Tenses of Verbs

§ 1. "To call it utter nonsense, is, not to call it by the worst name that it can be called by" The speaker here implies that he might, if he chose, call the "statement," a falsehood, instead of nonsense

|| Taking these two sentences together, "at all" is an Adverb of Time antithetical to, "as soon as possible" "Whatever" emphasises 'no'

*pens with? No, Sir my knife is big enough and strong enough to carve wood with. It is not small enough and not light enough to mend pens with. It was the Magistrate's desire to inflict as light a punishment as possible. I asked my father to-day for some money to buy books with, because he forgot to give me any yesterday. Why did you call that man's turban a blue and yellow turban? Why did you not call it a yellow and blue turban? I call the turban blue and yellow, because there is more blue than yellow in it. I call the other man's turban a green and gold turban, because there is less gold than green in it. He works hard, day and night, to earn enough to support his family in comfort. These grapes do not seem to be any\* riper than those in the other basket. Why do you not compel your son to attend school more regularly and punctually. I had to make my horse gallop all the way here so as not to be late to see the fireworks. Have you told the District where to put the empty ink-stand?*

*My little brother was far too tired to keep awake any longer. They took the greatest pains to imitate the appearance of the building. Many† a man think it better to sacr-*

\* Any (or, at all, or in the least degree,) is used here to emphasise *riper*.

† (a) "Many" qualifying a noun in the plural conveys the idea of an indefinitely great number of the things specified collected in a group or in a sequence.

(b) "Many" qualifying a Noun in the singular preceded by "a" conveys the idea of an indefinitely great number of the things specified isolated from each other (the aggregate number being still indefinitely great.)

EX —(a) I have told you *many times* not to do that (i.e., I have repeatedly told you, or) I have told you *several times* in succession, &c.

(b) I have told you *many a time* not to do that (i.e., I have told you on several different occasions, &c.)

Observe, that the idea conveyed by construction (a) includes the idea conveyed by construction (b) but that the converse of this is not the case.

Construction (b) is to be used when isolation of the individual things composing the aggregate is intended to be *unmistakably understood*.

The difference between the two ideas conveyed by Constructions (a) and (b) must be borne in mind in selecting Adverbs, Prepositions, Conjunctions and Tenses of Verbs, for use in connection with these constructions.

† For the omission of the Possessive Pronoun here, see Note VI Art I.

*face his property than to offend his conscience* The conspirators *agreed to attempt to meet* the difficulty by open force, instead of by the underhanded action That poor old beggar is *so feeble as to be unable to walk* It is *better* for a man to *get wisdom than to get gold* I *intend to help* rather than to *hinder* him I *intended to help*, and not to *hinder* him Do you *intend to ride or to drive* to your office this morning? I *intend* neither to *ride* nor to *drive* there I *intend to walk*. I have no *carriage to drive in*, and no *horse to ride* I sold both of them *yest-rday*, and *have to walk* to my office for the present Every one of your relations as well as myself *fully believed you to be dead* Mohan *does not allow his pleasure to interfere* with his duty He does his work well first, and *plays heartily* afterwards, instead of *mixing up play with work* I hereby *certify* Sohan Lal, lately a pupil of mine, *to be intelligent industrious, and painstaking* (i.e., I hereby certify *that* Sohan Lal, lately a pupil of mine, *is intelligent, industrious, and painstaking.*) Am I *to understand* this statement, of yours *to be* a statement of facts or a statement of hearsay? A statement of facts, Sir His *purpose* was *to infuse* curiosity, by gentle and unsuspected means, into the gay, the idle, and the wealthy I *thought it right* to tell him all the details of the accident to his sons That gateway is *neither high enough nor wide enough* to allow the Raja's smallest elephant to *pass through it easily* I *have been explaining* to my little brother *how he ought to behave* in the presence of visitors to his school He now *knows how to behave* on such occasions Sohan *has undertaken to show me how to find* Greatest Common Measure of these three numbers

You ought to *write to your father (in order)\** to let him know of your safe arrival here

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\* 'In order' (See Note\* Rule (XII) indicates that the action expressed by the Infinitive is the aim or object of the action expressed by the Verb used under Rule CXII "In order" may be omitted but if omitted it is always to be understood

Ex.—I *did it to please* him

The statement is, however, made more definite if "in order," be expressed.

Ex.—I *did in order* to please him.



You ought to write *legibly*, so as to allow people to read your writing easily The watchman *has fastened* the garden gate to prevent any one from entering without permission The watchman *has fastened the garden gate,\** so as to prevent any one from opening it easily You have done me, to say the least of it, Ratan, a very unfriendly action † All men agree to call vinegar sour, honey sweet, and aloes bitter Why does that boy look so discontented? Because he has just asked his father to give him some money to buy a kite with, and his father

\* "So as," indicates that the action expressed by the Infinitive is the aim or object of the manner of the action expressed by the Verb

"so as" must always be expressed It is equivalent to "in such a manner as," and, if Adverb of manner be at the same time, expressed, the statement is made more definite —

EX — I did it *so as* to please him  
I did it *carefully so as* to please him

Observe, that, if, "in such a manner as" be substituted for "so as," the Adverb of manner must be omitted

Observe also that if "too" be placed before the Adverb, and "so as," be omitted, the relation of the Adverb to the Infinitive is reversed, and the construction indicate utter incompatibility, inconsistency, or incongruity between the action expressed by the qualified Verb, and that expressed by the Infinitive

EX — (a) You have written this *too carelessly* to please me (i.e., *so carelessly as* not to please me, or, *as* to displease me)

(b) I like him *too much* not to be unkind to him (i.e., *so well that* I cannot be unkind to him or *that I must* be kind to him,

Here, (a) "doing it *very carelessly*, is incompatible, &c, with pleasing me," and (b) "liking him *very much*, is incompatible, &c, with "being unkind to him"

The effect of, "too," in regard to *Adverbs with Infinitives* (See Rule CXVI and Note )

† i.e. To say, "Ratan, you have done me a very unfriendly action," is,—not to say all that I could say about it (i.e., I could, if I liked, call it your action, the action of an enemy )

objected to give him any just now Did I not\* tell you not to waste any more time on such nonsense? Did I not\* forbid to waste any more time on such nonsense? I told you not\* to waste any more time on such nonsense That lad is too intelligent by far not to be aware of his error. We ought to read blank verse so as to make every line sensible to the ear Rohan is not † certain to gain a prize, and Sohan is certain not † to gain one Rohan is not † certain of ‡ gaining a prize, and Sohan is certain of not ‡ gaining a prize I know him to have been absent from School for at least five consecutive days during the last fortnight Durga, you have written this letter too carelessly to please me Adversity teaches us both to think and to reason I intend to buy a bay pony mare at the next horse fair The Magistrate requested the Doctor to examine the child, either at once, or as soon as possible. The Magistrate told his clerk to write a note to the Doctor to request him to come to the Kachari immediately We have criminals of a certain class, because we do not consider them to be fit to live This wall is high enough to form a boundary between your garden and mine, and low enough to allow each of us to see into the garden of the other We were all extremely surprised to find the doors (to be) open and the prisoners (to be) gone. I do not hesitate, in the least, to declare my total inability to account in any way whatever, for the open doors, and for the absence of the prisoners

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\* Observe that in sentences constructed according to the rules in Chapters XXII and XXIV, "not" sometimes qualifies the Verb, sometimes the Infinitive and sometimes both the Verb and the Infinitive

† Observe the position of "not" and that the certainty (here) is greater in the case of Sohan than in that of Rohan

‡ "Certain and certain of" (or "sure" and "sure of") are the two Adjectives, concerned in these (See Rule CXV) In the case of the former, the condition indicated by the Adjective, is that of the mind of the speaker In the case of the latter (with "of") the condition is that of the mind of the Verb, and the Adjective governs the Participial Infinitive instead of the Objective Infinitive (with "to") In the case of the Adjectives concerned in Rule CXV, the condition is that of the mind of the Nominative and some of the Adjectives concerned do not govern Participial Infinitives,

We all *watched* him *climb* the face of the hill, *saw* him *disappear*, for a few minutes, behind a projecting rock, and shortly after *observed* him *re-appear* on the summit, in an attitude of triumph \* What things did the burglars rob † your house of the other night, Shinkar ? They stole ‡ some *diamonds* *rubies* *pearls*, and *emeralds*, and robbed the house too, of all the *kitchen utensils* Was it not very *wrong* of *Shankar* to *conceal* the truth from his father ? I sent for you, Rohan, to tell you, *not to translate* your sentences literally Was he not greatly *annoyed* to see so few boys *ready to begin to work* ? Was it very *fortunate* for him to *have* so powerful a friend ? Cromwell taught \*\* every other nation † to *value* the friendship of England and to *dread* her § *enemy* The District taught \*\* me *how to mend pens* Do you consider it *necessary* to *take* so much trouble ¶ about so trivial a matter ¶ I have no *reason* whatever to *suspect* this man to be *guilty* of falsehood Durga, what has *made* you so late at school this morning ? An accident *made* me late, Sir I fell down on my way here, and *made* myself, my clothes, and my books, *dirty* I had to go home to *change* my clothes, and to *make* my face and hands *clean* Nothing else than this accident has *made* me late this morning, Sir In many instances, the guilty escape punishment, and the innocent suffer But in, it is very *careless* of you to *make* *mistakes* in the use of "since" and "for," Prepositions of Time It is *better* for you *not to translate* at all, than to translate without reference to the rules of translation It is very good of

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\* Or "in a triumphant attitude"

† The *Direct Object* of "to rob," is always *the person or thing from whom or which something is stolen* The *Object* of "to steal," is *the thing stolen* "To rob—of" has two *Objects*, one *Indirect* and one *Direct*, i.e., *the thing stolen* and *the owner* of it "To steal—from" has the same two *Objects*, but in a reverse order —

EX — He stole a watch from me He robbed me of a watch

‡ Supply "than England"

§ Personification

\*\* Comparison of the characters of the actions expressed by these two Verbs "taught," will show, when *how* may be omitted in a sentence of this construction

¶ Supply "as you do" after "trouble" and "as this is," after "matter."

*you to be kind to that poor blind boy Mohan, you speak English too fast for me to understand you readily You all better speak more slowly so as to allow me to follow your meaning This poor man fell from the roof of that house just now.*

*It was too bad of you to taunt†† that cripple with his lameness, Ratan Men of all countries are more alike in their best qualities, than the pride of civilization\* is willing to allow. It is not† right for you, Shankar, to find fault with me for laziness You, yourself, are quite as lazy as I am This poor man fell just now from the roof of that house Some of us can to pick him up and others can to fetch the doctor We did not really need‡ to do the latter§, the man was dead These rules for the construction of sentences command|| your earnest attention The old soldier began¶ to relate his adventures, as soon as he sat down You need not expect the teacher to treat you more kindly than he does your school-fellows, because of\*\* his relation-ship to you Do you expect the teacher to treat you more kindly than he does your school-fellows, because\*\* he is a relative of yours ?*

*That is not a proper book to learn English from It contains many examples of bad English for the pupil to correct It is not good for a pupil ever to see bad English in print, or ever to see any other bad English than his own.*

†† : c, *to taunt* that cripple with his lameness was *very wrong* for you to do Ratan

\* Personification

† Understand *right proper, fit, correct, seemly*, &c, after *not*, as Completions of the Verb "to be"

‡ : c, "had to need" "To have need," and "to be in need," are equivalents to "to need"

§ : c "fetch the doctor"

|| "Command," in the sense of "order," governing an Infinitive, and having a *person* for its nominative, is seldom used colloquially "Command," here, means, "imperatively demands (or requires)"

¶ In English, it is not correct to use "to begin" followed by Infinitive unless in connexion with *continuing* or *ordering* the same action, or in connexion with another Verb

\*\* Observe, that "because of," is followed by a *noun phrase*, and that "because" is followed by a *sentence*

English school-boys, like native school-boys, learn the construction of their own language, and *learn to speak* it by observation of, and by imitation of, the speech of others. *To study* the Rules of Composition is the same as to *observe* the speech of others, and, *to practise* translation according to those rules is the same as *to imitate* the speech of others.

B —Translate into English —

اوپر ہوں نے ہم سے کہا کہ حملہ کی ابتدا میں there کے استعمال کی مقابلہ جو قواعد ہیں اوس میں امتحان د — میں اس نوجوان کا امتحان خبر و مقابلہ میں لیا چاہتا ہوں — صاحب مہکسٹریٹ کا حکم ہے کہ پرسوں دوپہر دو تمام گزراۃ اس حوں کے مقدمہ کے ہمارے احلاس من حاضر ہوں — تم میرے سوال کا جواب دیدے سے کیوں انکار کرے ہو ؟ — اِس واسطے کہ اس قسم کے سوالات کے جواب دینا میرے خلاف ہے \*

ہم میں سے ایسا کہیں ہے جو ان تک پہنچ نہیں سکتا کہ any اور some کا استعمال بہ صحت کس مقام پر ہوتا ہے ؟ \*

کیا تمہیں اس شخص کی مدد کی اور روادہ ضرورت ہے؟ — کیا تمہارے بھائی کو بھی اوسکی مدد کی ضرورت ہے؟ — نہ میرے بھائی کو اوسکی مدد کی ضرورت ہے اور نہ مجھے ہے ؟

منہمے اور میرے بھائی دونوں کو اس شخص کی مدد کی اور زیادہ ضرورت ہے  
 — منہمے یقین ہے کہ تم اپنے حرم کی سہتی سے ناراض ہو — میں نے رتوں کو  
 محبت کرنے کی ترغیب دی ہے — اور بہت بڑا دنا ہے کہ اگر اس طرح کام کر گئے تو  
 تمہارے واسطے کس قدر آسانی ہوگی — قید سے خلاصی پانے کے واسطے قیدیوں کو  
 دو دیواریں اور ایک دروازہ توڑنا پڑا اور ایک بلند دیوار پر چڑھنا پڑا — ہماری  
 معلوم ہوتا ہے کہ تمہیں محض کرنا منظور نہیں ہے — نہیں حباب —  
 ایسا نہیں ہے — منہمے جی تمنا ہے کہ آپ کو خوش کروں — میں نے حسرت کو اپنی  
 نوزہی گائے بیچ دیا ہے پھر ہے کہ تم اسے خرید لو — میں نہیں جانتا کہ منہمے  
 اپنے چھوٹے دوست سے کتنا کرنا چاہیئے — ہم اس شخص کو آوروں کے نہ نسبت  
 کم گنہگار نہیں سمجھتے ہیں — تمہیں جانے کی بہت فکر کرنا چاہیئے — اس  
 واسطے نہ تم جانتے ہو کہ منہمے تمہارے جانے کی جی کر رہے — دنا اب تمہیں

میرے ساتھ جانے کی نہ نسبت سابق کے کم خواہش ہے ؟ — آج مولوی صاحب نے ہمیں سریرے گھر نہ جانے دیا اس واسطے کہ ہم نے اوسے ایسا کرنے کو نہیں کہا تھا \*

رتی اور شکر تمہارے والد کیوں چاہتے ہیں کہ آج تم بہ نسبت معمول کے سریرے مدرسہ سے گھر جاؤ ؟ — اس واسطے کہ ہمارے بعض دوست تیری دور سے ہمارے ملاقات کو آئے ہیں \*

دُرگا تم اس سے بہتر لکھنے کی کوشش کیوں نہیں کرتے ؟  
بہتر ہے — کہ تم یہاں تھوڑی دیر آرام کرو — یقین ہے — کہ تھوڑی دیر سونے سے تم اچھے ہو جاؤ گے \*

کس پل کو نانگھہ کر تمہیں گھر جانا ہوگا ؟ — ہمیں گرم ناشا ندی پر پکا پل نانگھہا پڑیگا \*

یہہ برقداروں کا کام ہے کہ اس بھیڑ کو شفا خانہ کے سامنے سے دور ہٹاویں — ہمیں رات کو سب دروازوں اور کھڑکیوں میں گنتی دینی پڑتی ہے تاکہ چور اندر نہ آنے پائیں \*

کیا تم نے اس بات کا اندوست کیا ہے کہ تمہارا سالا اوس مشکلات سے نہات پائے جو روپیہ کے نہونے سے اوس پر پڑی ہیں ؟ — نہیں میں نے ایسا اندوست نہیں کیا ہے — اور نہ ایسا اندوست کرنے کا ارادہ ہے — میرے لیئر یہی کہتی ہے کہ میں اپنا قرضہ ادا کروں \*

بہتر ہے — کہ یہہ چھوٹے لڑکے گھر حاکر سو نہ رہیں — بلکہ یہاں ٹھہر کر آتشباری دیکھیں — بہتر ہے کہ ہم میں سے بعض آتشباری دیکھنے کو ٹھہرنے کے بدلے گھر حاکر اپنی کتابوں کا مطالعہ کریں — ہم اس واسطے مدرسے میں آتے ہیں کہ پڑھنا اور لکھنا سیکھیں — دو انگریز اور ایک ہندوستانی شکاری اوس درخت پر اس غرض سے چڑھے ہیں کہ آدم خور شیر کی گھات میں بیٹھے رہیں \*

پولیس والوں نے ایک کابلی بساطی داؤد حاکم کو حوالات میں رکھا ہے — اس واسطے کہ وہ معقول حال اپنا نہ بیان کر سکا +

وہ شکاری چپکے سے جھاڑوں کے اندر چلا گیا تاکہ شیرنی اور اوس کے بچے چونک نہ پڑیں — وہ چور حتی الامکان بہت آہستہ آہستہ چلا تاکہ چورکیدار کو خبر نہ ہو \*

تعمے کس سے کہا ہے کہ میرا گم شدہ قلمتراش ڈھونڈنا دو؟ — میں نے کسی سے اوسکے ڈھونڈنے کو نہیں کہا ہے — میں خود اوسکی تلاش کیا چاہتا ہوں — مسخے معاملہ ہے کہ وہ کہاں ملیگا \*

حباب آپ میری خطا معاف فرمادیں اور اپنے والد سے بھی معاف کروا دیں — ڈاکٹر صاحب نے چپراسی کے ہاتھ اپنے نائب کو کہلا بھیجا ہے کہ ایک شخص کی ٹانگ ٹوٹ گئی ہے — اوسے دیکھنے کو مسخے جانا ہے — آلات اور کچھہ پٹیاں اور دھکیاں لیکر آؤ — خاص اوس وقت وہ ایسا تھکا ہوا تھا کہ کسی کام کی طرف قوجہ نہ کر سکا \*

آج اسقدر ہوا ہے کہ کنکورا اور آنا دشوار ہے — پس مناسب ہے کہ ہم گھر کے اندر رہیں — اور وہیں کچھہ کھیل کھیلیں \*

کیا تمہارا قصد ہے کہ بڑھئی کو حکم کیا جائے کہ وہ انک گول میر تمہارے بیٹے سائے یا ایک مربع میر طیار کرے؟ — میرا ارادہ ہے کہ اوسے ایک بیضوی شکل کی میر بنائے گا حکم کروں — رات ہو جائے سے ہمیں پیشتر سے بھی زیادہ جوف ہوا \*

اس صدوی کو اندر سے دیکھنے کے تم اسقدر مشتاق کیوں ہو؟ — کیونکہ باہر وہ ایسا عجب و عریب معاملہ ہوتا ہے \*

تمہارے اسقدر عزیز حاضر رہیے اور ہمارے خطوط کا جواب لکھیں میں تساہل کرنے سے ہم سب کو یقین ہو گیا کہ تم مر گئے \*

کیا میں نے یہ اچھا نہیں کیا کہ تمہارے دونوں بھتیجوں کے جھگڑے میں دخل دیدے سے انکار کیا؟ — جی ہاں اپنے بہت جوف کیا کہ اونکے معاملہ میں دخل نہ دیا — سوہن مسخے بڑا امسوس ہے کہ تمہارے باپ سے مسخے تمہاری مدد چلی کی شکایت کرنی پڑی — اس بیوقوف شکر کی کتاب میں جو بہت آسان لفظ ہیں اونکے معنی بھی یہ بہت کی کتاب میں دیکھتا ہے — مگر تو بہت چاہتا ہو کہ اس شخص سے نفرت کروں \*

تم مسخے جواب دینے میں پس و پیش کیوں کرتے ہو؟ — اسراسلے کہ میں نہیں جانتا کہ کس طور سے جواب دیں \*

میں اس دستاویز پر اپنے استاد کے دستخط کرنا بھول گیا — کہیں اڑکو مئے تم سے اندر نہیں کہا ہے کہ جب مولوی صاحب نہوں تو اسقدر عل نہ مچایا کرر؟

—میچھے اُمید ہے — ملکہ میرا ارادہ ہے کہ جبر و مقابلہ میں اول درجہ کا انعام حاصل کروں \*

میوے چچا کا مکان ایسا شکستہ ہے کہ برسات کے موسم میں اونکے رہنے کے قابل نہیں ہے — اونہوں نے مردور لگائے ہیں — کہ دوراً اوسکی مرمت اچھی طرح سے کریں \*

تھوڑے ہی عرصہ میں منہہ یقیماً ہوسیگا — پس کیا یہ بہتر نہیں ہے — کہ آپ کسی سے چھتری عاریتاً لے لیں \*

اونکے والد کو یہ نہ چاہیئے — کہ اونہیں ایسے لڑکوں کی صحبت میں بیٹھنے دیں جو اُس سے کہیں بڑے ہیں — اوسے ایسے لڑکوں کے صحبت میں نہ بیٹھنا چاہیئے جو اوس سے بہت چھوٹے ہیں — اُس دوکان میں جو چپیری ہیں — وہ لڑکوں کے خریدنے کے واسطے ہیں — بے فائدہ ہاتھ لگانے کے واسطے نہیں ہیں \*

بالکل تو اُردھیا کے راستہ سے میرے خانے کا قصد نہیں ہے — میرے پاس بے تو اتنا روپیہ ہے — اور نہ اسقدر فرصت ہے — کہ اُس سال کے آخر تک کہیں جاؤں — میرے والد کا قصد ہے کہ مجھے بمبئی بھیجیں \*

تمہارا بھائی کچھ کتابیں مجھ سے عاریتاً لیا چاہتا ہے — مگر کچھ کتابیں عاریتاً دینا بھی میوے واسطے دقت ہے — کیونکہ مجھے خود اُس سب کتابوں کی ضرورت ہے — مجھے بڑا اسروس ہے — کہ اوسے کتابیں عاریتاً دیوے سے مجھے رکنا کرنا پڑا — بڑھئی کتنی لکڑی مانگتا ہے — کہ ایک صندوقچہ میرے اُس صندوقچہ کے برابر تمہارے واسطے بناوے؟ — میں نہیں جانتا — بہتر ہے کہ تم خود بڑھئی سے پوچھو — وہ اوروں سے بہتر جانتا ہے — کہ کتنی لکڑی میں اتنا بڑا صندوقچہ بن جائیگا — یہ بھی اوس سے کہا چاہیئے کہ کس قسم کی لکڑی کا ایسا صندوقچہ بنتا ہے — تھوڑی مدت سے تم Gairsapa گئے ہو؟ — ہاں میں اپنے والد اور بھائیوں کے ساٹھ انک آدھار دیکھنے کی واسطے وہاں گیا تھا — سری رنگ پٹن اور سمندر کے درمیان دو آسار دریائے کاروی پر ہیں \*

کیا ایسی ہی اور اشکال عملی بھی ہمیں حل کرنی پڑیگی؟ — نہیں اب اس قسم کی شکلیں ہمارے حل کرنے کے واسطے نہیں ہیں \*

اُس تالاب میں اسقدر گھرا پانی نہیں ہے کہ ہم نہا سکیں — بہتر ہے کہ ہم کسی اور تالاب میں جا کر نہائیں جو ایسا پاؤاب نہر جیسا یہ ہے \*



اِس ٹوکڑے میں کوئی پہل کھانے کے قابل نہیں ہے — بعض پہل بہت پختہ ہیں اور بعض بہت خام ہیں — بہتر ہے — کہ تم یہ سب پسند کر — تم میرے سوال کا جواب دینے سے کیوں انکار کرتے ہو ؟ — اِس واسطے کہ اِس قسم کے سوالات کا جواب دینا میرے خلاف ہے \*

میں نے یہ کام ایسی ہوشیاری سے کیا ہے کہ کسی قسم کی غلطی نہ ہونے پائے — ہماری کی گاڑی کا نایاں پہیہ اسقدر میرے اقرب سے گذرا کہ میرے گھٹنے میں رگڑ لگ گئی — برقدار نے دروازہ میں گنتی لگادی تاکہ باقاعدہ قیدی بھائے نہ پائیں — یہ رسی اسقدر لمبی نہیں ہے کہ کوئیں کہ اتنے تک پہنچ سکے — ہماری میریں اسقدر قریب قریب ہیں — کہ اوپر لکھنا مشکل ہے — تم نہیں جانتے کہ مجھے کس وقت اور کہاں مردوری ملیگی \*

میں اپنے چوڑے بھائی کو سمجھا رہا ہوں کہ جب کوئی تمہارے مدرسہ کو دیکھنے آئے تو اوسکے سامنے کیونکر رہنا چاہیئے — اب وہ جانتا ہے کہ ایسے موقع پر کس طور سے رہنا چاہیئے \*

صاحب مکتبہ کے نزدیک محرم کو بہت سخت سرا دینے کی کوئی وجہ نہ وہ شخص مجھ سے کیا چاہتا ہے ؟ — وہ تمہارے پاس اس واسطے آیا ہے کہ تم اسے اجازت دو کہ وہ تمہارے ٹوکڑوں سے کہہ کہ اپنی نگریاں میرے باغ میں تھی نہ آئے دیا کریں \*

میں نہیں سمجھتا کہ آج مجھے یہاں اتنی دیر تک کیوں انتظار کرنا پڑیگا — کیا تمہارا بڑا بھائی اتنا بڑا نہیں ہے کہ خود کہائے ؟ — نہیں جانتا — ابھی اوسکا س کمانے کے قابل نہیں ہے \*

اوسکے دوستوں نے اوس سے اصرار کیا کہ کسی مفید شغل میں وقت کاٹا کرو — اس لڑکے علی بخش نے مجھ سے اصرار کیا کہ سرکاری باغ میں چڑیا خانہ دیکھنے میرے ساتھ چلے — اور طلبہ کی نہ نسبت اوسے ماسٹر صاحب کی عیادت کی زیادہ اُمید ہے کیونکہ وہ اوس کے عزیز ہیں — تمہیں یہ اُمید نہ رکھنا چاہیئے کہ عزیز داری کے خیال سے ماسٹر صاحب نہ نسبت تمہارے ہم مکتبوں کے تمہاری زیادہ حاضر کریں گے — دیسی زبان سے انگریزی میں ترجمہ کرنا انگریزی عبارت لکھنے سے آسان ہے \*

ہم دیسی زبان سے انگریزی میں ترجمہ کی مسرت کرتے ہیں تاکہ آگے چل کے ہمیں انگریزی عبارت لکھنا آجائے \*

اوسے مجھے پر اسقدر حقا نہ ہونا چاہیئے — میرا قصد انہیں مدد دینے کو تھا — روکنے کا نہ تھا \*

یہ صاحب اس واسطے یہاں آتے ہیں کہ اس نواح کا حال دیکھ کر یہاں کی صفائی کی نسبت رپورٹ کریں ۔

عالم خوب میں پالائی کرنا اچھا ہے — مگر پالائی کی طاہری کے واسطے خوب مول لینا چاہئے \*

یہ کہہ کر بڑی نہیں ٹوٹی ہے ؟ — اس واسطے کہ میرا نوکر اس میں کشتی لگانا قبول کیا اور ہوا کے روز سے اوس نے دیوار سے ڈر نکالی \*

کیا باعث ہوا کہ تم نے یہ ماحرا مجھے سے چھایا ؟ — میں ڈرا۔ کہ میرا میری عقل کی وجہ سے آپ مجھے پر حقا ہوں — کیا تمہیں اُمید تھی کہ یہ کام مجھے حرد کرنا پڑیگا۔ یا یہ گواں تھا کہ اور کوئی بھی اس کام میں میری مدد کریگا ؟ — میں عرصے سے اس بات کا منتظر ہوں کہ تمہارے چچا کو کسی بڑے کام کو جاتے دیکھوں — آگے سے متبدا تک اسقدر فاصلہ ہے کہ علی آدمی ایک دن اور ایک رات میں نہیں سفر کر سکتا \*

کیا تمہاری یہ مثال ہے کہ اسقدر چٹا کر گستاخانہ ظلم مجھے سے کرو ؟ — تمہیں مناسب ہے کہ ادب قاعدے سے بات چیت کرو \*

میرا چھوٹا بھائی ایسا احمق ہے کہ اوسے سب روپیہ کی مٹیائی خرید کر بیعوس اس کے کہ کچھ روپیہ بچاؤ اوس کے بھلتے مول لیتا — کیا تم نے اوسے نہیں دیکھا کہ تھوڑی دیر وہ سڑک کے گوشے میں ٹہرا رہا — مجھے پر حرص ہے کہ تم پر اس بات کی تائید کروں — کہ محل کی گردہیں خوب یاد کروں — اور خوب تعریف و تنکیر کے استعمال کے قواعد بھی یاد کرو — کل یہاں کے سفر سے میں ایسا تھک گیا تھا — کہ آج صبح کو دریا دیر کر کے اڑ گیا ۔

ایک وجہ ہے کہ میں اس شخص کا اعتبار نہیں کرتا — مجھے پر اوس کا صبر معتبر ہونا ثابت ہو گیا ہے \*

اوس ٹوٹے ہوئے دل سے ارثو تمہارے حق میں اچھا نہیں ہے — یقین ہے — کہ وہ اس مہم میں کامیاب نہ ہو — خدا حیرت نہ ملے تو میں نے اس لڑکے کی کتاب لیکر چھپا رہتی تھی — میرے والد کو یہ مہم معلوم ہوا تو اپنے تہام مکانات اور اراضی بیچ کر تحفہ ادا کریں — میں اقرار کرتا ہوں کہ اس دستاویز

کے آخر میں میرے دستخط ہیں — مجھے یقین ہے کہ اس کاعد کے آخر میں کسی نہ کسی طالب علم کے دستخط ہیں — مجھے بعداً معلوم ہے کہ اس کاعد کے آخر میں میرے بہنوئی کے دستخط ہیں اور کسی کے نہیں ہیں ۔

اسے ایسے سوالات اس طرح سے حل کرنا تمہیں کس نے سکھایا ہے ؟ — میرے ایک دوست نے سکھایا ہے جو ڈھاکہ کالج میں پڑھتا ہے \*

میں چاہتا ہوں کہ تم یہاں بیٹھ کر یہ سوالات حل کرنے کی کوشش کرو — مجھے اپنی گاری معمولی جگہ پر نہ ہانے سے بڑا رنج ہے \*

حرہں گہڑی میں دس بھس تم لکھنا شروع کر دینا — کیا تم نے اسے ڈاکٹرانے کے چہرے کی طرف دہرتے دیکھا یا آہستہ آہستہ اور حراماں حراماں اسکی طرف جاتے دیکھا \*

میں اس گہڑے پر اس کثرت سے سوار ہوا ہوں کہ اسکی حرکات اور اطوار میں اس حانتا ہوں — اب میں اسے ایسا رائف ہوں کہ کوئی تکلیف مجھے نہ پہنچے گی — اب میں اس سے ایسا رائف ہوں کہ اب کی کچھ نہ کر مجھے نہیں ہے \*

دوست کے عیوب کو چھوڑنا اور اوسکے قصوروں کو معاف کرنا بہت عمدہ بات ہے — سرہں — اب ایسی ایسی غلطیوں کے صحاح کے میں مجھے زیادہ تکلیف کرتا دیکھا ہے — میرا کام تو یہ ہے کہ جو غلطیاں تم سے نسبت لاعلمی کے ہو جائیں صحاح کروں اور یہ تمہارا کام ہے کہ جو غلطیاں تمہاری نے قوجہی سے ہو جائیں اودہیں تم خود صحاح کرو \*

موتوں — تم نے جواب کیا کہ اپنے معمول بھائی کو ایسے آسان کام میں جیسا یہ ہے مدد نہ دی — میں اس کے ساتھ زیادہ گستاخی نہ کر سکا \*

روہں — تم نے موتوں کو کیوں مارا ؟ — کیا وہ تم سے بہت چھوٹا نہیں ہے ؟ — جی ہاں — بہت چھوٹا ہے — مگر اس بیٹھا کو اپنے چھوٹے سے قدر ضرور ہے — وہ میری مار سے نہ ڈرا — اور میں نے جو اسے مارا تو اوسکی گستاخی کی سزا دی اپنا عصہ نہیں نکالا — مگر تمہیں اس کتاب کو ارل تا آخر پڑھنے کی ضرورت نہیں ہے — ایسی کتابوں کا پڑھنا محض تصبیح اوقات ہے — بھائی مجھے اپنے دوست کی عیب جوئی نہ کرنا چاہیئے — شکو — میں نے جو اس معاملہ میں کیا اسکی وجہ تمہیں اعتراض نہ کرنا چاہیئے — شکو — میں نے جو اس معاملہ میں کیا اسکی وجہ تمہیں نہ پڑھنی چاہیئے \*

اِس مشکل شل کے حل کرنے میں تم اپنے چچا راد بھائی کی مدد کیوں نہیں کرتے ؟ — واسطے کہ اوس کے حق میں یہہ نہایت بہتر ہے کہ وہ خود کوشش کر کے اُسے حل کرے — وہ بعد مدد کے بھی خود اسے کر سکتا ہے ۔

یہہ لڑکے اپنی کتابوں کو مقامات مناسب پر رکھنا بھول گئے — دنا دستری نے صبح کو اِس سڑاؤں میں چھہ روشنائی ڈالی ہے ؟ — نہیں حساب — وہ اِس میں سناہی ڈالنا بھول گیا — وہ ایسا کام میں مصروف تھا کہ اُسے سڑاؤں کا خیال نہ رہا ۔

قرصہراہوں کے واسطے کافی رزیتہ حاصل کرنے کو اوسکے ناپ کو اپنی تمام حاداد لکھنی پڑی \*

میں نے اپنے خدمت گار سے کہا کہ کسی درکاں پر جائے ایک اِتنا بڑا رسی کا ٹکڑا خرید لاؤ — و اس اِذاع کے پورے کے گون پر آ آجائے تاکہ چھکڑے سے مصدوط ناندہ رہے — شتلی یا قرری سے ناندہ مصبوط کوئی چیز اُسے نہ ملی — کسی دوکاندار کے پاس رسی بیچنے و نہ تھی ۔

اسے مہر کاعد پر حادی لکھنا اور ساتھ ہی اوس کے خوش خط بھی لکھنا عید ممکن ہے \* ۔

یہہ انگور ایسے کپڑے ہیں کہ اسی کے کھانے کے قابل نہیں ہیں — میں نہیں جانتا کہ اِس کتابوں کو کیا کروں — اِس میں سے بعض تم رکھتے چھوڑو بعض عارتاً دیدو اور باقیہاندہ کسی کو دے ڈالو یا بیع ڈالو \* ۔

دُرُکا تم اچھی طرح مکتبہ نہیں کرتے کہ اچھا ترجمہ کرنے لگو — اشا پرداری میں ترجمہ سب سے آسان ہے — اور عمدہ عبارت لکھنے کے واسطے بہت مکتبہ پڑنی چاہئے \* ۔

ہم میں سے کوئی نہیں جانتا کہ اب مرہنگے — پوہس والے نہیں جانتے کہ دسی دھر دھر رہی کا قاتل کہاں ملے گا \* ۔

کنا یہہ نات اوسکی مرضی کے خلاف ہے کہ اوسکا بیٹا تعمیرے بیٹے کے ساتھ انگریزی پڑھے ؟ — نہیں یہہ تو اوسکے خلاف نہیں ہے — اِس میں ارسیکا ناندہ ہے کہ وہ اپنے بیٹے کو مدرے بیٹے کے ساتھ انگریزی پڑھے دے — دونوں لڑکے ہم سے ہیں اور پڑھنے لکھنے میں ایک دوسرے کی مدد بخورنی کر سکتے ہیں \* ۔

مجھے اُمید ہے کہ میں چند ہی روز میں عدایت روگیا کہ اس عالم پرستانی میں تمہیں کتنا دونا پہنچے گا — ان لوگوں میں سے اب تک کوئی نہیں جانتا کہ ترجمہ میں 'some' کہاں پر استعمال کرنا چاہیئے اور 'any' کہاں لکھنا چاہیئے — قائد صاحب نے ہم سے پوچھا ہے کہ اپنے مکانات کی کھڑکیاں رات کو کھلی رکھا کرو تاکہ ٹھنڈی ٹھنڈی دُری ہوا آئے — میں نے اپنے نوکر کو بہت ہی جلد درزا دیا کہ میرے بھائی سے کہہ آئے کہ اب زیادہ میرا انتظار نہ دے — میں نہیں گُماں دونا کہ میرا ارادہ ہو اوسکی نسبت ہے اوس سے وہ ناکل ناواقف ہے — کیا تم تسلیم دے ہو کہ ہم ساطی در قہے؟ — اور اب تم چاہتے ہو کہ میں تمہیں معاف کر دوں؟ — یہہ لڑکے مطلقاً اس قابل نہیں ہیں کہ امتحان آئندہ میں شریک ہوں — میرے والد ناکل حوش نہیں ہوئے کہ میں نے انعام لینے گھر واپس آیا — مجھے غیر معاف معاف ہوتا ہے کہ اپنے بھائیوں کو سمجھاؤں کہ کھیل میں غل کم کریں — اب تک تم نے دُرئی ایسی بات نہیں کہی جس سے میں تمہاری خطا سے چشم پوشی کروں \*

دُرگا تمہارے چٹھی ایسی نے دُرانی سے لکھی تے کہ میں حوش نہیں ہوا — تمہیں لکھنے میں بہت محنت کرنا چاہئے \*

ادھر کے سفر سے میں ایسا تھک گیا ہوں کہ بھر سونے کے اور کوئی کام نہیں ہو سکتا — میں جانتا ہوں کہ وہ مدرسے کی حُصری میں اس قدر قاعہ کرتا ہے کہ بھر رقتہ میں م سے ہم قس دس عبر حاضر رہتا ہے — تم اس بات کو قبول کرتے ہو یا نہیں کہ یہہ چٹھی تمہارے ہی ہاتھ کی لکھی ہوئی ہے؟ — میرے دوست ناکل اس بات پر آمادہ نہیں ہیں کہ اس مشکل سے مجھے نصحت دیں — میں بعیناً جانتا ہوں کہ اوس دہر دہ قہمتوں کا اصل دایہ یہی لڑکا ہے — مجھے اسقدر کلم کرنا ہے کہ تمہارے مہمل لالہ دو نہیں ش سکتا — مجھے اسقدر کام کرنا ہے کہ رسوم مذہبی پر توجہ نہیں کر سکتا — وہ گرمی کی تعطیل کے بعد سنسکرت شروع کرنے کو تھے \*

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